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The relationship among professional recommendations, certification standards and preservice program requirements in early childhood special education

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early childhood special education**

Fore, Lisa Gaye, Ed.D.

The College of William and Mary, 1992

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The Relationship Among Professional Recommendations,
Certification Standards and Preservice Program Requirements
in Early Childhood Special Education

A Dissertation
Presented to
The Faculty of the School of Education
The College of William and Mary in Virginia

In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education

by
Lisa Gaye Fore
July 1992

The Relationship Among Professional Recommendations,
Certification Standards and Preservice Preparation Programs in
Early Childhood Special Education

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Dedication

This dissertation is dedicated to my family, friends, and fiance for their constant support and encouragement throughout my doctoral studies.

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Abstract

The purpose of this study was to investigate the relationship among competencies recommended by the Division for Early Childhood of the Council for Exceptional Children (DEC/CEC), state requirements for teacher certification, and college and university personnel preparation program requirements for educators working with children with disabilities from birth - 5 years of age. The study included all 50 states and the District of Columbia. The groups of subjects interviewed by phone consisted of state Part H coordinators, department of education staff, and college and university professors from early childhood special education (ECSE) programs.

Overall the results indicate an increase in the number of states requiring certification in early childhood special education and in the number of college and university preparation programs since the passage of P.L. 99-457 in 1986 and the 1991 Part B mandate for states to serve 3 year old children with disabilities. As the nation proceeds in implementing the preschool mandate and moves toward the fifth year of services of Part H for infants and toddlers with disabilities, this growth is crucial to the success of newly developed programs for the education of young children with

disabilities. The number of states issuing certification to early childhood special educators has grown from 19 in 1989 (37%) to the 37 (71%) identified in this study. This indicates an increase of 18 additional states requiring certification.

This increase is also shown in college and university teacher preparation programs. Four states currently have no college or university teacher preparation programs in early childhood special education, while forty-seven states have one or more teacher preparation programs in ECSE. Thirty states have more than one preparation program.

Teacher preparation program requirements appear to be equally extensive as state certification regulations; however the correspondence between state certification requirements and college and university requirements appears to be low. The results of this study indicate that state requirements and college and university preparation program requirements appear to be focusing on different content but an equal number of courses and/or competencies. The overlap among state certification requirements, college and university requirements and the 15 DEC/CEC competency recommendations was only 3.4.

**The Relationship Among Professional Recommendations,
Certification Standards and Preservice Program Requirements
in Early Childhood Special Education**

Chapter 1

Introduction to the Problem

On October 8, 1986 President Reagan signed into law, Public Law (P.L.) 99-457, an amendment to P.L. 94-142, the Education of the Handicapped Act of 1975 (EHA). This new law includes mandatory services for children with disabilities from 3 - 21 years of age, and incentives for states to serve children from birth - 3 years of age. The section of the law dealing with children from birth - 3 years of age is called Part H.

Part H of P.L. 99-457 was designed to have a five year phase-in period. In the first two years (1987-89), states were required to submit an application with assurances that funds received would be used to assist the state to plan, develop, and implement the mandated statewide system, including components such as: definitions, timelines, Comprehensive System of Personnel Development (CSPD), training standards, multidisciplinary evaluation, Individual Family Service Plans (IFSP), child find, public awareness, directory of services, procedures for the lead agency, contract procedures, reimbursement procedures, procedural safeguards, and data collection and reporting systems.

In the third and fourth years (1989-91) state applications had to include information and assurances that: (a) the state had adopted a policy which included all of the components or

obtained a waiver; (b) funds would be used to plan, develop, and implement the statewide system; and (c) the statewide system would be in effect no later than the beginning of the fourth year of the state's participation. After the fifth and succeeding years, states must include in their application assurances demonstrating that the state has in effect the statewide system and a description of services to be provided.

Analyses of policies in the late 1980's indicate that most states were not yet addressing issues of personnel standards of CSPD's (Campbell, Bellamy, & Bishop, 1988; Gallagher, Herbin, Thomas, Clifford, & Wenger, 1988; Walsh, Campbell, & McHenna, 1988). Problems related to supply and training of interdisciplinary personnel are continually noted as obstacles to implementing a quality statewide early intervention system (Bailey, 1989; Bricker & Slentz, 1989). With the inclusion of more and younger children receiving services and a change in the structure of services, there is a critical need for new preservice teacher preparation programs and/or a restructuring of traditional preparation programs.

In part, this study extended the work of Bruder, Klosowski, and Daguio (1991) who investigated the personnel standards in place in 1989 for professionals serving infants and toddlers with disabilities and their families. Additionally the current study examined the congruence between best practices for

certification for early childhood special educators defined by the Division for Early Childhood for the Council for Exceptional Children (DEC/CEC), the regulations for state certification, and the curricula of college and university teacher preparation programs.

Rationale for the Study

The most recent literature reported that the majority of states still had no certification requirements for infant interventionist and/or preschool teachers working with children with disabilities. Meisels, Harbin, Modiglian, and Olson (1988) found that one quarter of states had certification requirements. Bricker and Slentz (1989) reported that 15 states had certification requirements. A 1991 study conducted by Bruder, Klosowski, and Daguio found that only 19 states had certification requirements for special education personnel serving infants and toddlers with disabilities and their families. A historical look at the literature reveals that a growing number of states are developing certification requirements or standards, especially since 1986 when P.L. 99-457 was passed.

Few personnel in early intervention are certified due to the lack of adoption of state standards (Campbell, 1990). Even fewer professionals have received specific training to work with infants and toddlers with disabilities (Bailey, 1989). Bailey and his associates (1990) state that "research on

personnel preparation is desperately needed to determine the competencies, skills, and knowledge needed to work effectively as an early childhood special educator and to identify the training experiences most likely to produce effective professionals" (p. 52).

Since the majority of states do not have certification standards, the university faculties designing teacher preparation programs have not had these guidelines as references for designing curricula. Program designers have only the recommendations of professional associations and experts to guide their design of preservice teacher preparation programs for personnel serving young children with disabilities.

The passage of P.L. 99-457 has put a new focus on how the infant and toddler with disabilities functions within the family and how the related professionals (e.g., special education specialists, occupational therapists, physical therapists, speech therapists, etc.) work together to assess and serve both the child and family. The new focus of the law has made it necessary to redesign existing preservice teacher preparation programs to incorporate greater emphasis on family services and interdisciplinary collaboration.

The issue of connection between professional recommendations, state certification standards, and preservice

training curricula which this study addresses is important for a number of reasons. First, the study adds to the literature by providing an update on the current status of state certification requirements for educators working with infants and toddlers with disabilities. A 1991 update is important because the field of early intervention is changing rapidly as states prepare to meet the 1992 implementation requirements of P.L. 99-457. The most recent study reported in the literature was conducted in the spring of 1989 (Bruder, Klosowski, & Daguio, 1991), and at that time only 37% of the states had certification requirements in place. The study also contributes to the literature on initiation of and changes in preservice teacher preparation programs.

Most importantly, this study provides a broad picture of the connection, or lack of connection, between the Division of Early Childhood for the Council for Exceptional Children's (DEC/CEC) recommended competencies for preservice training, state certification requirements for special education professionals working with children with disabilities from birth - 5 years of age, and preservice teacher preparation programs offered by colleges and universities.

Purpose of the Study

The purpose of the study was to investigate the relationship between practices recommended by DEC/CEC, requirements for

state certification, and personnel preparation programs for early interventionists working with children with disabilities from birth - 5 years of age. The specific objectives of the study are: (a) to describe the current status of state certification requirements for teachers of children with disabilities from birth - 5 years of age, (b) to determine how university teacher preparation programs have responded to the need for more education personnel in early intervention, and (c) to investigate the extent to which the content of current teacher preparation programs correspond to competencies recommended by DEC/CEC and state certification requirements.

Research Questions

The study generated information to address the following objectives and questions. To address the first objective regarding the current status of state certification requirements the following questions were asked:

1. What states have certification for educators who serve children with disabilities from birth - 5 years of age?
2. What states are in the process of developing certification requirements for educators working with children with disabilities from birth - 5 years of age?
3. What agency regulates and/or issues this certification?

4. Is the certification based on degree, competency, coursework requirements, or a combination of these requirements?

5. In states that offer certification for educators working with children with disabilities from birth - 5 years of age, is there an exam required for certification?

6. If there is no certification, what standards are used to assess the qualifications of applicants to work with children with disabilities from birth - 5 years of age?

To address the second objective regarding the college and university's response to the need for more education personnel in the early intervention field, the following questions were asked:

1. How many preservice teacher preparation programs in early intervention exist within each state?

2. At what degree levels are the early intervention programs offered?

3. When were the early intervention programs initiated?

4. When were the early intervention programs revised?

5. What types of changes have been made in the preservice early intervention preparation programs since 1986 (P.L. 99-457)?

6. Were standards or guidelines used to develop the curriculum? If yes, which guidelines were used?

7. How are the preparation programs funded?

8. What courses, internships, credit hours, and competencies are college and university preservice preparation programs requiring for a degree to teach children with disabilities from birth-5 years of age?

To address the third objective regarding the extent to which the content of the current teacher preparation programs corresponds to competencies recommended by DEC/CEC and state certification requirements, the following questions were asked:

1. To what extent do existing state certification requirements correspond to the recommendations of DEC/CEC?

2. To what extent do existing personnel preparation program requirements correspond to recommendations of DEC/CEC?

3. If state certification requirements exist, to what extent do the requirements of preservice preparation programs within that state correspond to those certification requirements?

4. To what extent is there correspondence among preparation programs, certification requirements, and recommendations of DEC/CEC?

Definition of Terms

CEC - Council for Exceptional Children

CSPD - comprehensive system of personnel development, a component of P.L. 99-457

Certification - the licensure of special educators

Competencies - the specific knowledge, skills, and attitudes defined as essential for effective professional practice

DEC - Division for Early Childhood, a division of CEC

ECE - early childhood education

ECSE - early childhood special education

EHA - Education for all Handicapped Children Act, the title of P.L. 94-142

Early childhood special educator - a professional qualified to deliver special education services provided by early intervention or preschool programs

Infant intervention - providing services for developmentally delayed infants or toddlers and their families. These services can include speech, physical therapy, occupational therapy, and/or educational therapy

Infants and toddlers with disabilities - the term used to describe young children with disabilities after the passage of P.L. 101-476, (Individuals with Disabilities Education Act) the reauthorization of P.L. 94-142 the Education for all

Handicapped Children Act (EHA). The term includes children from birth - 3 years of age

Interdisciplinary - two or more professionals from different specialization areas working together to assess and plan for services for a particular child and family

Lead Agency - the agency designated by the governor of each individual state to coordinate and implement Part H of P.L. 99-457

Middle States Region - one of six regions of the United States governed by a regional accrediting agency for colleges and schools. This region includes Delaware, District of Columbia, Maryland, New Jersey, New York, and Pennsylvania.

NTE - National Teachers Examination

New England Region - one of six regions of the United States governed by a regional accrediting agency for colleges and schools. This region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

North Central Region - one of six regions of the United States governed by a regional accrediting agency for colleges and schools. This region includes Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming.

Northwest Region - one of six regions of the United States governed by a regional accrediting agency for colleges and schools. This region includes Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.

P.L. - Public Law

P.L. 94-142 - also called the Education for All Handicapped Children Act (EHA). This law was passed in 1975 to provide the right to education for children with handicaps

P.L. 99-457 - also called the Education of the Handicapped Act Amendments of 1986. This law provides services for infants and toddlers with disabilities

P.L. 101-476 - also called the Reauthorization of the Education of the Handicapped Act. This law renames the EHA as the Individuals with Disabilities Education Act and reauthorizes programs under P.L. 94-142

Part B - the section of P.L. 94-142 and P.L. 101-476 that insures free appropriate public education for children with disabilities from 3 - 21 years of age

Part H - the section of P.L. 99-457 governing services for birth - 3 years of age

Preschool handicapped - The term used to describe young children with disabilities prior to 1990. This term will be used throughout this paper when discussing studies and literature written prior to the 1990 passage of P. L. 101-

476, the reauthorization of P. L. 94-142 the Education for All Handicapped Act, which specified changing the term handicapped to disabled

Preservice preparation - a term that refers to preparation programs offered by colleges or universities for initial preparation of personnel; also refers to training professionals before they enter the field as opposed to inservice training of professionals who are already in the field to keep them abreast of new methods and mandates

Section 619 - a section of Part B which authorized incentive grants to states for the planning and implementation of preschool services

Southern Region - one of six regions of the United States governed by a regional accrediting agencies. This region includes Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia

TED - the Teacher Education Division for the Council for Exceptional Children

Western Region - one of six regions of the United States governed by a regional accrediting agency for colleges and schools. This region includes California and Hawaii

Limitations of the Study

Limitations of the study include voluntary participation, limited college and university participation, and document analysis of preservice program requirements. These limitations are discussed in greater detail below:

1. The study may be limited by the fact that it depended upon voluntary participation. Every effort was made to encourage states to participate, including the use of telephone surveys as opposed to mailed surveys, and allowing the participants to choose the time they wished to answer the survey questions over the phone.

2. The study may be limited by the number of college and university preservice training programs involved. In an attempt to obtain a representative sample of the national population of colleges and universities, only four college and universities from each region were selected for the study.

3. The preparation program analysis was limited to drawing conclusions and comparisons from what was written in the program of studies and/or catalog descriptions provided by the college and universities. This information may not have provide sufficient detail to permit specific analyses of course, internship requirements and program competencies.

Overview of the Remaining Chapters

In summary, this study addressed the connection between professional recommendations, state certification standards, and preservice preparation curricula for educators working with children with disabilities from birth - 5 years of age. The following chapters include an extensive literature review, methods and procedures of the study, analysis of the data, and finally, discussion of the implications and formulation of conclusions derived from the analysis.

Chapter 2

The growing knowledge base in child development, changing understanding of family roles in early development and learning, promising new approaches to intervention, and the passage of Public Law (P.L.) 99-457 have all provided strong incentives for states to expand their early intervention services (McCollum, McLean, McCartan, & Kaiser, 1989). This expansion creates additional needs for personnel. Adding to this challenge is the critical shortage of teachers and interventionists to work with infants, toddlers, and young children with disabilities. A study conducted by McLaughlin, Smith-Davis, & Burke in 1986 reported that shortages of early childhood special educators have been documented in nearly all 50 states and are predicted to persist for the next several years. Meisels, Harbin, Modiglian & Olson (1988) also noted this critical shortage of personnel trained to provide services under P.L. 99-457. The field of early childhood special education (ECSE) has so few qualified teachers that it is necessary to recruit teachers from other areas to teach special education while they work to meet certification requirements through evening or summer studies (Strosnider & Little, 1988). The Bureau of Labor Statistics (1988) estimates employment growth rates of 36% for teachers of preschool children with and

without disabilities by the year 2000. Who will fill these positions?

With the expansion of services in response to the new legislation and the current personnel shortages, there exists a critical need for training new personnel, a need that is not being met within the current training programs and practices (McCollum et al, 1989). High standards for service delivery programs for children with disabilities from birth - 5 years of age need to be developed with matching personnel requirements to ensure that these high standards are met. These standards would thus serve as a framework for colleges and universities to initiate or broaden existing personnel preparation programs for training professionals to work specifically with the unique issues of this population (McCollum et al, 1989).

The discipline of early childhood special education is new (Smith & Powers, 1987), especially the emphasis on infants and toddlers (McCollum et al, 1989). As early intervention efforts progress, personnel preparation and personnel standards continue to be debated (McCollum et al, 1989). Numerous experts have stressed the great differences in the training needs of personnel working with infants and toddlers with disabilities from the needs of personnel working with the general preschool age population (Bailey, 1989; Bricker &

Slentz, 1988; Bruder & McLean, 1988; McCollum & Thorp, 1988). These differences include oral motor feeding skills as well as gross motor skills such as rolling over, sitting up, and crawling with a greater focus on the infants' needs within the family, incorporating the infants' schedule for sleeping, feeding and toileting. The preparation of personnel working with children with disabilities from 3 - 5 years of age should also include training in the methods of encouraging both appropriate social interaction among toddlers and appropriate play stages, focusing more on how the child interacts with his/her environment.

Bricker, Bruder, and McLean (1988) conducted a review of federally funded projects in personnel preparation for infant interventionists and found that many of the projects' philosophies reflected the belief that infant intervention is a unique part of the special education system and that, as such, it requires training content specific to the needs of infants and families. Bricker and Slentz (1988) also found that this was the belief of 89% of the early childhood special education coordinators and the members of the National Consortium of State Education Associations who responded to a survey on personnel preparation.

The purpose of this literature review is to examine the literature related to: (a) teacher certification in the field of

early childhood special education (ECSE), (b) preservice preparation programs within that field, and (c) recommendations and models for such programs.

Teacher Certification in Early Childhood Special Education

This literature review focuses on seven studies investigating state certification practices for teachers of children with disabilities from birth-5 years of age. The studies reviewed were conducted from 1977 to 1991 in the United States with some studies including the District of Columbia and others including the territories.

In their 1977 study, Hirshoren and Umansky attempted to assess the national status of teacher certification practices in the area of preschool children with disabilities. Questionnaires mailed out to the 50 states and the District of Columbia, resulted in 36 responses. Follow-up letters and telephone interviews resulted in responses from all 51 participants.

The results of the study indicated that 12 states offered certification for teachers of preschool handicapped children. Five states indicated that they were in the process of developing certification guidelines for this area. The authors concluded that, with few states currently having or being concerned about developing separate certification standards for teacher of preschool children with disabilities, there was the

critical question as to the future status of staffing these mandated programs.

Hirshoren and Umansky (1977) also found that, while 25 states and the District of Columbia had no certification standards for teachers of preschool handicapped, institutions of higher education in these states provided training in the area. Colleges and universities seem to be more attuned to the growing demand for personnel in this field than state certification agencies. The authors concluded that the anticipated gap between training and certification would close as programs for infants and toddlers with disabilities became more prevalent in response to the law (Hirshoren & Umansky, 1977).

In 1982, Enzinna and Polloway again assessed the status of teacher certification standards in the preschool handicapped area of endorsement in the 50 states and the District of Columbia (D.C.). Questionnaires requesting the following information were sent to the education departments of the 50 states and D. C.: (a) the ages of the handicapped children being served, (b) the provision for or consideration of preschool handicapped teacher certification within the state, (c) the endorsements held by current teachers of this group and, (d) the number of training programs within this area at institutions of higher education. The initial survey resulted in

31 responses, a second mailing resulted in 13 more responses, and the remaining states were reached by phone to complete the survey.

The results of the study indicated that 14 states issued certification specifically for teachers of preschool children with disabilities, and 15 states reported that they were in the process of developing such an endorsement. The 21 remaining states and the District of Columbia indicated that they were not yet considering an endorsement for teachers of preschool children with disabilities.

Through a study which also consisted of one page surveys mailed to the fifty states and the District of Columbia, O'Connell (1983), provided a breakdown of the subgroups of the preschool handicapped population each state had mandated for services. The study also assessed the progress of state education agencies in developing preschool handicapped certification standards. The mailed survey and telephone surveys resulted in all 50 states and the District of Columbia responding. The results of this study indicated that by 1983, 18 states required certification for teachers working with primary children with disabilities. The investigation also found that 12 states were in the process of developing certification standards, and that 21 states had no certification in operation or under development.

O'Connell concluded from the results of this study that some progress had been made at the state level to ensure education for young handicapped children. However, further analysis of state legislation indicated that few states required that *all* handicapped children from birth - 5 years of age be served. Many of the states surveyed stated that they serve limited subgroups of this population, such as visually impaired, hearing impaired, etc. Less than half of the states (39%) indicated services for all handicapped children ages 3 - 5.

Stile, Abernathy, Pettibone, and Wachtel (1984) conducted a study which again investigated both certification and training of early childhood special educators in each of the 50 states. The study found that 20 states required a specialized endorsement or certification for preschool special education teachers, and 10 additional states required a combination of special education and early childhood training for certification/endorsement.

The trends seemed to indicate an increase in the number of states requiring a specialized certification for early childhood special educators; however Stile et al. (1984), found the increase to be less than researchers previously expected. They also found that many states have allowed teachers in existing intervention programs to be "grandfathered" or granted temporary certification under newly devised certification

standards. Many states which mandated services for preschoolers with disabilities did not require certification of these professionals, and some states required certification without mandating services. Even though some time has passed since the implementation of services, few teachers have been specifically trained and certified to provide early intervention to handicapped children (Stile et al., 1984). Since certification was not always required for work with preschool children with disabilities, some states had certification requirements but reported no known training programs for that certification.

Meisels, Harbin, Modiglian and Olson, (1988) conducted a study to answer two research questions: (a) what is the status of state early childhood intervention policies nationwide, including states' policies regarding children to be served, program regulations, certification of teachers, and training of professionals, and (b) how the states' policies compare with optimal early childhood intervention policies, including whether a mandate or an entitlement are sufficient conditions for establishing optimal policies.

The study consisted of a questionnaire comprised of 26 closed-ended questions addressing the current state policies. The questionnaire was distributed to directors of P.L. 98-199 State Grant Plans for early intervention programs for children

birth - 5 years of age, in all 50 states and the District of Columbia, all of whom responded.

The results of this study indicated that 22 states (44.3%) had some formal guidelines for early intervention services. Nearly half of the states, 23 (44.2%) reported that they had undergone changes in laws or regulations concerning programs for children from birth - 6 years of age since 1982. Of the states reporting no guidelines, 54.5% planned to enact them by 1988, and 71.2% of the states without program guidelines for children from 3 - 6 years of age indicated that they intended to do so in the same time period.

One-quarter of the states reported that no certification was required to teach infants and toddlers (birth - 6) with disabilities. Meisels et al. (1988) interpreted the absence of stringent certification standards as a reflection of the alarmingly low numbers of trained personnel available.

The results of this study further indicated personnel shortages for both the birth - 3 and 3 - 6 year-old populations and projected continued shortages into the next decade. Approximately 88% of the respondents reported shortages from birth - 3 and 80.8% of the respondents reported personnel shortages for the 3 - 6 populations.

A majority (68.6%) of the states reported that they lacked sufficient training programs to prepare needed professionals.

The lack of training programs was attributed to the following: Limited funding sources to start new training programs (78.6%); insufficient interest within preservice training programs (47.6%); lack of enough interested students (26.2%); too few job opportunities (26.2%); and difficulty in satisfying state certification requirements (9.6%) (Meisels et al., 1988).

This study focused solely on state policy, and the authors concluded that early childhood intervention programs have been "heavily influenced by entitlements" (Meisels et al., 1988, p. 164). They further recommended a focus on the policy infrastructure of early intervention. This includes policy areas that are managed at both state and local levels, as these are largely responsible for assuring the quality of mandated programs. They suggested that to the extent that funding, program administration, and professional training are strengthened and emphasized, services to preschool children with disabilities will be improved.

A study by Bricker and Slantz one year later (1989) presented an overview of services for preschool children with disabilities in the United States and territories. The data were gathered from the National Consortium of State Education Associations and Early Childhood/Special Education Coordinators. Initially the authors had expected to see a strong relationship between mandated services, guidelines, and

certification. However, the findings indicated that inconsistent rather than consistent patterns existed.

The results indicated that only ten states and territories had mandated services, certification requirements, and guidelines. Fourteen states and territories had mandated services and guidelines, five had certification and guidelines but no mandated services, 18 have only mandated services, and seven indicated that they have no mandated services, guidelines or certification. They found that 18 states and territories had in place certification standards.

In conclusion Bricker and Slentz (1989) stated that this inconsistent pattern made it difficult to isolate trends. However, in spite of significant resistance, the author detected a gradual move by state legislatures toward the adoption of certification standards for teachers working with preschool children with disabilities (Bricker & Slentz, 1989).

Bruder, Klosowski, & Daguio (1991) conducted a national review of personnel standards that were in place for personnel serving infants, toddlers and families. They conducted telephone surveys of the 50 states and the District of Columbia during the spring of 1989 to examine the credentialing process and statutes governing the 10 professional disciplines described in Part H of P.L. 99-457. These disciplines include special education, speech pathology, physical therapy,

occupational therapy, nursing, medicine, psychology, social work, audiology, and nutrition. Part H coordinators in each state were questioned in 30-minute phone interviews.

Forty-nine of the 51 Part H coordinators participated; two coordinators did not feel they could participate at the time. The results indicated that one state (Idaho) had standards specific for personnel serving infants and toddlers birth - 3 in place for all 10 disciplines. That state is using Medicaid guidelines to accomplish this (Bruder et al., 1991). Two states (Alaska & North Carolina) reported standards specific to the birth - 3 population in place for special educators only. Most of the states reported having standards for children birth and up however did not have specific standards addressing the unique needs of infants and toddlers.

The results indicated that professional licensure was the credentialing method used by the majority of disciplines, with the exception of special education, which exclusively used a certification process. The majority of the states' Part H coordinators reported that they have a degree-based process, with 4 instances of competency-based process, and 10 having a combination of competencies and coursework (Bruder et al, 1991). Special education was the only discipline reported as not requiring an exam as part of the certification process.

Bruder et al., (1991) concluded that, while many states are using personnel standards that regulate services to a broader range than birth - 3, concerns as to the appropriateness of this practice are raised. Bruder et al., (1991) stressed the importance of adopting personnel standards specific to the birth - 3 population to fully implement Part H of P.L. 99-457.

This review of the literature illustrates an increasing trend toward teacher certification in early intervention and preschool programs for children with disabilities. The number of states with certification requirements for educators working with children with disabilities from birth - 5, has increased from 12 to 19 in a 14 year span (Hirshoren & Umansky, 1977; Bruder, Klosowski, & Daguio, 1991). Still, only 37% of the states have certification requirements in place. The passage of P.L. 99-457 in 1986 with its impetus for increased services for infants and toddlers should result in an increase in the number of states requiring certification as well as preservice teacher preparation programs for this group of professionals.

Preservice Training Programs in Early Childhood Special Education

This section of the literature review focuses on studies investigating college and university training programs for personnel working with children with disabilities from birth - 5 years of age. The studies reviewed concentrated on the

content of training programs, however, each study focused on a different aspect of training. One study focused on the amount and type of training included in programs, and another concentrated on assessment coursework and practicum requirements. One of the studies investigated issues related to the preparation of personnel from different disciplines that must work together to provide services for infants and toddlers, while another reviewed federally funded program requirements.

A study by Tingey-Michaelis (1985) consists of a meta-analysis of the amount and type of training of primary intervention personnel in early intervention programs. The purpose of the study was to review the importance of the training of teachers of preschool handicapped children. The author investigated the efficacy of early intervention through integrating the results of previous research. The studies included 635 effect sizes which were essentially the difference between experimental and control groups. The studies included were conducted from 1973 to 1983.

The findings indicated that teachers who were certified were substantially more effective than non-certified teachers. The comparison of studies indicated that there is a difference of one-third standard deviation. The author further stated that, although it was clear that certification improved the

effectiveness of the teacher, it was not clear what such certification entailed. Sommers (1982) defined a certified teacher as a specialist with training and certification in the area of the child's problems. Even though the studies indicated that certified teachers were more effective, only 20 states actually had certification requirements for interventionists working with preschool children with disabilities.

McCollum and Thorp (1988) investigated issues that relate to the preparation of personnel from different disciplines faced with the challenge of meeting the multiple and unique needs of infants and their families. Their major focus was on the content of personnel preparation programs and the process used for training.

McCollum and Thorp (1988) described some of the major problems in the early childhood special education field. Roles are not clearly defined along disciplinary lines, and many staff members have multiple roles. Variations in client populations and related service delivery models were also seen as a problem. Many service providers have had little infant training or orientation to the different roles, since program mandates and guidelines have preceded professional training (McCollum & Thorp, 1988). Another problem is the fact that few disciplines have developed policy to guide licensing or training specific to infancy, or certification standards covering

the infancy period. The authors conclude by making recommendations for future personnel preparation programs including: (a) infancy content should contain both within- and cross- discipline training, (b) state licensing groups should recognize infancy specializations that are congruent with the standards and guidelines of professional organizations, (c) preservice and inservice training should be tailored to each state's specific needs, and (d) universities and state certification groups should look for ways to provide joint training and practicum experiences.

Bruder and McLean (1988) conducted a review of 40 federally funded personnel preparation projects for infant specialists. Forty applications of projects funded by the United States (U.S.). Office of Special Education and Rehabilitative Services were analyzed. A survey form was used to analyze major components of the program applications. Over half of the projects were administered through departments of special education, even though related service personnel were included in the funding competition (Bruder & McLean, 1988). The authors proposed that this may be because traditionally educators have tended to assume that early intervention is their domain and thus their responsibility.

The results indicated that most programs included a program philosophy which seemed to generate services that

are effective for both children and families. Many of the project philosophies reflected the belief that infant intervention is a unique component of the special education system and that it demands a training context specific to the needs of infants and families.

The results further revealed that the content of these programs seemed very similar in that most were competency-based. Specific competencies for student attainment were listed as requirements by 32 of the programs. The mean number of competencies required by programs was 53. Twenty-five of the projects had competencies related to the coursework and 23 had competencies related to the practicum. Some of the competencies included in many of the programs included: assessment, family involvement, program implementation, teaming, program administration, program planning, typical development, atypical development, evaluation of program effectiveness, and case management. All programs included practicum components and coursework in infant assessment, intervention, and working with families (Bruder & McLean, 1988). Two absences that were noted from the coursework requirements were research and team processing.

Bruder & McLean (1988) concluded that a number of areas needed further examination by the early intervention field and

that programs reviews such as theirs would "assist the training institutions and Office of Special Education and Rehabilitative Services (OSERS) to continue to collaborate on the development and implementation of high quality personnel preparation programs" (p. 304).

Bailey, Palsha, and Huntington (1990) conducted a telephone survey to determine the extent to which preservice special education training programs routinely provided course content related to the infant and toddler period. Twenty programs out of a potential pool of 589 were surveyed to assess the exposure received by all students majoring in special education in content areas related to infants, the availability of practicum experiences with infants, and program intentions for expanding their infancy forces in future years (Bailey et. al, 1990). Following the telephone survey, a separate mail survey was used to assess more thoroughly training needs related to preparing infant specialists. This survey was sent to all special education training programs that received funding from the U.S. Department of Education to provide an infancy-focused special education program.

The results indicated that students in graduate and undergraduate programs without an infancy or early childhood focus received little exposure to information about working with infants with handicaps and their families. The authors

noted that although this finding was expected, given the school-aged focus of most special education programs, "it raises concerns about the current practice in many states of hiring people with traditional categorical certification (e.g., mental retardation, learning disabilities) to work in early intervention programs" (Bailey et al, 1990, p. 54). Respondents indicated that they were unlikely to increase the infancy content in typical certification programs.

The study revealed that many colleges and universities were offering specialized early intervention tracks or were planning to do so because of the new legislation and the anticipated need for early intervention personnel. However, these programs enrolled and graduated a very small number of students each year (Bailey et al.,1990).

Bailey and his associates (1990) concluded that "research on personnel preparation is desperately needed to determine the competencies, skills, and knowledge needed to work effectively as an early childhood special educator and to identify the training experiences most likely to produce effective professionals" (p. 52). It is clear that services for infants with disabilities and their families will grow significantly over the next few years, resulting in a demand for qualified professionals.

Stayton and Johnson (1990) conducted a study to determine if assessment coursework and practicum specific to young children with disabilities were included in personnel preparation programs. They also attempted to identify the degree to which a variety of assessment topics were addressed through coursework and field experiences.

Eighty college and university programs were sent questionnaires, and follow-up mailings were made to the non-respondents. Fifty-six questionnaires representing 28 states were returned. Of this group 12 indicated that they did not have a formal personnel preparation program in ECSE, therefore data from 44 programs having formal preparation programs were analyzed.

The questionnaire consisted of 11 open and closed-ended questions designed to elicit information about the content area of assessment in early childhood special education training programs. Respondents rated the degree of emphasis received by the assessment topics using a 4-point Likert scale.

The results of the study indicated that the most frequent age range for which students were being prepared was birth-5 (50%), followed by birth-8 (20%). Ninety-three percent of the programs served undergraduates and 41% served graduates. The results further indicated that instructional assessment for programming, appropriate assessment procedures, use of

observational techniques, interpretation of test results, and ongoing measurement to monitor programs were the most heavily emphasized content areas. The results illustrated that program evaluation, use of anecdotal records, and use of interview techniques received the least emphases. One finding of this study consistent with previous research (i.e., McCollum, 1987) was the degree to which assessment was emphasized in early childhood special education (ECSE) training programs responding to the survey. Ninety-three percent of the respondents indicated that their program had a separate course specific to assessment. A finding of concern was the relatively low emphasis placed on screening as part of the assessment process (Stayton & Johnson, 1990). Although this study attempted to clarify the emphasis being placed on content areas specific to assessment within ECSE teacher training programs, it did not describe how this content was included in coursework and field experiences.

Many states currently have non-catagorical certification that certifies teachers to work with children from kindergarten through high school (Bell, 1989). Educating teachers to teach high school special education students and elementary children is difficult. Bell (1989) concluded that extending this education to include children from birth - 5 years of age is inappropriate.

Bell also included the state of Arkansas' draft of preschool special education competencies which include the following components: (a) multidisciplinary approach, (b) assessment, (c) programing, (d) professional practice, (e) issues and ethics, (f) theories and history, and (g) field experiences. The State Department of Education of Arkansas incorporated information from certification and training papers from other states (Illinois, Virginia, and Wisconsin), the National Association for the Education of Young Children guidelines, and the Division for Early Childhood for the Council for Exceptional Children's suggestions into their special education competencies.

This review of the literature on preservice preparation programs in early childhood special education shows some of the issues and differences in the program requirements in this field. Bailey's 1990 study emphasized the college and universities growth or plans for growth in this program area related to the new legislation, P.L. 99-457.

Recommendations and Models for Personnel

Preparation Programs in ECSE

This section of the literature review concentrates on recommendations from experts in the field of early childhood special education and the Division for Early Childhood of the Council for Exceptional Children (DEC/CEC). An example of a

specific training program currently in operation is also included.

McCollum and Thorp (1988) recommended that the training content needed by infant specialists include content within and across disciplines with a common and generalist knowledge base of skills. They concluded by offering recommendations for future thought and planning in the area of preparation of infancy specialists (McCollum & Thorp, 1988). They first recommended that cooperative discussion be used by professional groups representing a variety of disciplines to define cross-disciplinary content and that flexibility be built into the outcomes of this discussion. They recommended that state boards and other licensing bodies develop certification requirements and procedures representing the standards and guidelines developed by professional organizations. They further recommended that training be coordinated to provide a range of options that address priority needs of that state. Their final recommendation was that universities and state certification bodies explore ways in which professionals in training can access each other through joint training and practicum activities and that disciplines learn the skills of working together.

A complete search of the literature resulted in only one example of a specific preparation program. The program's

purpose is to prepare family specialists and is currently in operation at the University of Colorado at Denver. The program was designed with the recognition that child and family needs coincide and that intervention efforts must include the family. The passage of P.L. 99-457 reflects this change in focus. "The language and spirit of this law reflects the notion that early intervention efforts must strive to strengthen families by involving them in early intervention, allowing families to use and extend their own resources, and assisting families in developing new strategies to solve problems brought on by having a young child with special needs" (Able-Boone, et al, 1989). The role of the early childhood special educator must change to meet the mandates and the evolving nature of early intervention.

This preparation program consists of objectives designed to prepare specialists who: (a) know, understand, and can apply family systems theory; (b) have the knowledge and skill to plan and implement family focused early intervention programs; (c) know and use effective communication skills; (d) participate effectively in the role of the case manager and can apply the knowledge and skills in a work setting. The programs' rationale is the belief that "the young child with special needs has a major impact on the family, and the family strongly affects the child" (Able-Boone et al., 1989, p. 98). An

understanding of, and respect for, the family's values, beliefs, and priorities concerning their child, must be developed so that interventionists can understand the child's world within the social ecology of family life.

The program, consisting of a competency-based master's degree, is designed to prepare family specialists to work with young children with disabilities from birth - 5 and their families. Students completing the program receive a certification in early childhood special education (birth - 5) and a specialization in families. The coursework in the program includes family dynamics, marital and family counseling, and working with families of young children with special needs. The field-based experience includes a 3 credit-hour (225 clock hour) practicum in working with families. This practicum is designed to provide experiences in parent training, advocacy efforts, family assessment and intervention, case management, and family counseling (Abel-Boone et al, 1989). Students involved in the program also attend a bimonthly seminar in which family research and policy issues are discussed.

Ongoing evaluation is also a part of this program. The evaluation component includes: the numbers of students requesting information and enrolling and completing the program; university course evaluations; performance indicators, such as observations at practicum settings; and

questionnaires of program graduates and employers (Abel-Boone et al., 1989). The data collected thus far indicates that the training is effective in preparing family specialists.

A concern regarding the program is how the early childhood special educator maintains his or her child-related skills and expertise while developing specific family-related skills. The intent is to balance child and family skills with the goal of providing needs-based services for young children within the family context.

Although this is only one example of a university's attempt to train specialist in ECSE, it may provide a model for other colleges and universities to follow. Bell (1989) stated that adequate training and credentialing of individuals to work with children with disabilities from birth - 5 years of age is of vital importance to the implementation of P.L. 99-457. Bell cautioned that we cannot add the birth - 5 age group to the existing K-12 grade certification for the special educator or broaden the responsibilities for the early childhood educator. He also raised the following issues associated with providing training for ECSE: (a) to identify to whom the responsibility for the program, which is not currently the domain of any one professional group, should fall (b) to recognize that the curriculum should be revised to provide the extended amount of experiences and coursework necessary for comprehensive

training, (c) to add a provision of quality training, and (d) to identify specific competencies that are needed.

McCollum, McLean, McCartan, and Kaiser (1989) presented a position paper for the Division of Early Childhood of the Council for Exceptional Children (DEC/CEC) containing the recommendations for the certification of early childhood special educators working in early intervention programs for children birth - 5 years of age. These recommendations include: (a) creation of a certification in ECSE to cover birth - 5 age range; (b) a 2-level certification structure to include a Beginning Professional Certification and a Continuing Professional Certification with a generalist's certification covering birth - 5 range and a specialist certificate focused on either the infant/toddler or preschool level; (c) specific content areas that are considered essential for early childhood special educators working with young children with special needs and their families, supporting the unique contributions of this discipline to early intervention systems; and (d) a structure that ensures continued professional development (McCollum et al. 1988).

The purpose of these recommendations was to provide a level of professionalism comparable to that required by other areas of professional preparation, such as the Council on Education of the Deaf. The authors recommended a combination of competency-based requirements and

competency assessment at the state level to assure ease of administration and maximum flexibility (McCollum, et al. 1988). The following subareas for certification content areas were also recommended: (a) social and philosophical foundations; (b) lifespan human development and learning; (c) professional orientation and development; (d) historical and philosophical basis for early childhood special education; (e) child development from birth - 5; (f) atypical child development from birth - 5; (g) survey of exceptionalities; (h) families of young children with special needs; (i) assessment of the young child; (j) curriculum and methods from birth - 5; (k) curriculum and methods from 3 - 5; (l) physical, medical and health management; (m) environmental and behavior management; (n) interdisciplinary and interagency teaming; and (o) organizational environments for early intervention.

Conclusions

The field of early intervention has grown significantly over the past two decades moving from a few isolated programs in the early 1970's to the current network of federally, state, and locally supported programs for children with disabilities from birth - 5 years of age. This synthesis of research indicates a need for additional early intervention services. Furthermore, there seems to exist a great discrepancy among state mandated

services, the availability of preparation programs for personnel, and presence of certification standards.

The passage of P.L. 99-457 mandates services for 3 - 5 and provides incentives for birth - 3. The law also includes well-planned regulations and guidelines and supports the development of training programs to prepare much needed professionals. There is an obvious need for state policymakers to close the gap that currently exists between mandated services, state certification requirements, and available preservice training programs for teacher of preschool children with disabilities. The literature review reveals an effort to increase services to handicapped children and families, however, there seems to be a lack of understanding that to provide quality services it is necessary to have properly trained personnel. Developing certification requirements along with training programs should help ensure that providers of these services are properly trained which in turn should ensure success for the services provided for in P.L. 99-457.

Chapter 3

Introduction

This chapter describes the methods and procedures of the study. The information is presented in the following four sections: description of the participants, description of the research instrumentation, description of the procedures, and treatment of the data.

Description of the Participants

This study consists of three groups of participants who were involved in answering three different surveys through 10 - 15 minute telephone interviews. The first group of participants consisted of the Part H coordinators from the lead agency of each individual state and D.C. The lead agencies identified by states include: Education, Health, Mental Health/Mental Retardation/Developmental Disabilities, Interagency Coordination Committee, Human Services/Human Resources, Public Welfare, and Office of Children and Youth. Part H coordinators were identified by data obtained by the National Association of State Directors of Special Education. The second group of participants consisted of directors of certification from the department of education of each state and D.C.'s department of education director of certification or Section 619/ preschool coordinator. The third group of participants consisted of program directors of college and university teacher

preparation programs for special educators preparing to work with children with disabilities from birth - 5 years of age. The teacher preparation programs were identified through interviews with Part H coordinators and information from the 1992 National Directory of Special Education Personnel Preparation Programs from the Teacher Education Division of the Council for Exceptional Children (TED/CEC). The college and universities offering programs described as early childhood special education (ECSE) in the TED directory constituted the population of the study. From that group a stratified random sample of four training programs was randomly selected from each of the six regions designated by the accreditation associations within the United States and the District of Columbia. The states were divided into the following regions: the Southern Association of Colleges and Schools includes the states of Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia; the New England Association of Schools and Colleges includes the states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont; the Middle States Association of Colleges and Schools includes the states of Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania; the North Central Association of Colleges and Schools includes the states of Arizona, Arkansas,

Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming; the Northwest Association of Schools and Colleges includes the states of Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington; and the Western Association of Schools and Colleges includes the states of California and Hawaii. A total of 24 college and university teacher preparation programs comprised the sample. Each of the three groups of subjects were interviewed by phone to elicit information for the survey specific to the field (see Appendix A, B, C and D).

Description of the Research Instrumentation

Data were collected for this study using three different surveys (Appendices B, C, and D). All three surveys consist of a combination of open- and close-ended questions. The first survey was used to elicit information from Part H coordinators from each state. This survey contains questions to determine (a) what agencies are licensing or certifying educators to work with the children with disabilities from birth - 5 years of age; (b) if there is currently no certification, are there plans to develop certification standards; (c) what type of certification exists, if any; and (d) is there examination required for certification.

The second survey was used to gather information from state department of education directors of certification or Section 619/preschool coordinators. This survey was designed to question (a) whether the state has certification standards for educators who work with children with disabilities from birth - 5 years of age; (b) if there are no standards, are there plans to develop them; and (c) if there is no certification requirements, how are applicants' qualifications evaluated.

The third survey was designed to question college and university program directors involved in the preservice training of educators to work with children with disabilities from birth - 5 years of age. This survey was structured to (a) examine the program requirements, (b) the age specific training (i.e., whether the focus is birth - 2, birth - 3, or birth - 5), (c) the degree level of the program, (d) when the program was initiated, (e) when the program was most recently revised, (f) the guidelines used to develop the program, (g) the amount of field work involved in the training, and (h) the program funding sources. A program of studies and/or catalog program description listing required courses was requested from each college or university participating in the study to provide additional documentation of program and course content.

A pilot study was conducted with two states, North Carolina and Virginia, to obtain feedback on the format and clarity of

the survey questions. Representatives from the lead agencies and departments of education in Virginia and North Carolina other than the Part H coordinators, who were interviewed for the main study, were interviewed for the pilot study. The college and university pilot study was conducted with programs other than those included in the random sample.

Telephone interviews were conducted with the three types of respondents in each of the two pilot states. The respondents were given a verbal description of the study. They were also asked to answer the survey questions and give feedback as to the clarity and format of the questions. The pilot study led to the following changes in methodology: (a) Department of Education information was obtained by interviewing Part B coordinators instead of certification specialists who, in some states, may not have been aware of plans to add or change certification standards in early childhood special education; (b) an additional line was included on the survey of colleges and universities for the name of the institution; and (c) request for information to be sent to the researcher was moved from the middle to the end of each interview.

Description of the Procedures

Data were collected by the author during the months of September and October 1991, through telephone interviews. The interviewees included Part H coordinators (Appendix J),

department of education representatives (Appendix K), and directors and/or professors of college and university training programs for early childhood special education (Appendix L). A complete listing of persons interviewed is provided in Appendices J, K, and L. The interviewer first contacted the Section 619 coordinator at each state's department of education, but in some instances was referred to the certification officer to complete the survey.

Participants were contacted by phone and asked for approximately five to ten minutes to answer questions regarding certification and training for educators working with children with disabilities from birth - 5 years of age. The investigator either conducted the interview during the initial contact or made a phone interview appointment for another time. The three survey protocols are provided in Appendices B, C, and D. Appendix B is the Part H coordinator survey, Appendix C is the department of education survey, and Appendix D is the college and university survey.

Treatment of the Data

Quantitative data were analyzed by frequency counts. The frequency count tallies are presented in tables detailing the states with certification standards, those in the process of developing standards, and those with no standards.

Qualitative data obtained from the surveys were coded and analyzed through four different comparisons. The following three, two-way comparisons were used: (a) DEC/CEC recommendations compared with state certification requirements, (b) DEC/CEC recommendations compared with teacher preparation program requirements and, (c) state certification requirements compared with teacher preparation program requirements. Finally a three-way comparison examined preservice training programs with state certification requirements and the recommendations of DEC/CEC. The predetermined categories from DEC/CEC include: (a) social and philosophical foundations, (b) life-span human development and learning, (c) professional orientation and development, (d) historical and philosophical basis for early childhood special education, (e) child development from birth - 5, (f) atypical child development from birth - 5, (g) survey of exceptionalities, (h) families of young children with special needs, (i) assessment of the young child, (j) curriculum and methods from birth - 5, (k) curriculum and methods from 3 - 5, (l) physical, medical and health management, (m) environmental and behavior management, (n) interdisciplinary and interagency teaming, (o) organizational environments for early intervention (McCollum, et al., 1989). Appendix E provides a complete listing of the recommendations.

Information from the interviews, as well as from copies of course syllabi and certification requirements was put on individual index cards and sorted by the researcher into the 15 DEC/CEC recommended categories and recorded in tables. The cards were then shuffled and resorted for reliability by a director of academic support services from the School of Education of a Virginia state university who previously held the position of supervisor of the state division of teacher certification. Examples of the coding system used in the sorting process for state certification requirements is provided in Appendix F, and examples for the college and university competencies or requirements is provided in Appendix G. Additional categories were included for those courses, competencies, or certification requirements that did not fit appropriately into the 15 categories. Appendix H shows the emergent categories of state certification requirements beyond DEC/CEC recommendations, which include legal issues, language development, related services and community resources. Appendix I shows the emergent categories of college and university requirements and/or competencies beyond DEC/CEC recommendations, which include research, communication/verbal interactions, language development and topics, trends and issues in special education. The researcher compared the sorting of each individual index card noting the number of

differences in agreement. The total of disagreements in each category was then subtracted from the total possible categories to obtain the total of items agreed upon. The total agreed upon was then divided by the total possible categories to obtain the percentage of agreement. This calculation of the resorting resulted in 96% agreement of the 765 possible categories in state certification requirements and 93% agreement of the 360 possible categories in college and university competencies and/or coursework requirements. Given the high level of agreement, the researcher based her analyses on the original coding.

Chapter 4

The purpose of the study was to investigate the relationship between practices recommended by the Division of Early Childhood of the Council for Exceptional Children (DEC/CEC), requirements for state certification, and personnel preparation programs for early interventionists working with children with disabilities from birth - 5 years of age. The specific objectives of this study were: (a) to describe the current status of state certification requirements for teachers of children with disabilities from birth - 5 years of age, (b) to determine how university teacher preparation programs have responded to the need for more education personnel in early intervention, and (c) to investigate the extent to which the content of current teacher preparation programs corresponds to competencies recommended by DEC/CEC and to state certification requirements.

This chapter includes a general discussion of results, a discussion of each of the three objectives of the study, and responses to each of the specific research question. The results of the three surveys will be presented separately. Data are illustrated in Tables 1 through 14.

Part H and Department of Education Survey Results

The following data were collected to address the first objective of the study regarding the current status of state certification requirements.

Question 1: What states have certification for educators who serve children with disabilities from birth - 5 years of age?

Table 1 shows the status of certification in each state and the age ranges of children addressed. Thirteen of the 51 states have a specific certification for educators working with children with disabilities from birth - 5 years of age as DEC/CEC recommends. A total of 42 states indicated that they currently have certification standards in place for teaching children with disabilities below age five; however five of those 42 states (DC, NJ, NY, SD, and WY) have a broader certification for working with children with disabilities from birth - 21 years of age. Therefore, for the purpose of this study, 37 states have specific certification for early childhood special education. Four of the 51 states surveyed (CT, NC, OH, and UT) indicated that they have specific certification for birth -2 year olds. In these four states the birth - 2 year old certification is issued by agencies other than the Department of Education. These agencies include the Department of Mental Retardation, Developmental Disabilities, and Health. Ten states indicated

Table 1
STATE CERTIFICATION ON EARLY CHILDHOOD SPECIAL EDUCATION

ST	NO CERT BELOW AGE 5	Age Ranges Covered					AGENCY ISS CERT/LIC				NOW DEV 0-2or0-3	
		0-2	0-5	0-8	3-5	3-21	IM	RI	ED	DD	HH	IN/A
AL				X				X				N/A
AK	X										X	Yes
AZ					X			X				No
AR			X								X	Yes
CA	X										X	Yes
CO			X					X				N/A
CT		X						X				N/A
CT						X		X				N/A
DE					X(3-6)			X				No
DC						X(0-21)		X				Yes
FL					X			X				Yes
GA					X			X				No
HI	X										X	No
ID					X			X				Yes
IL				X				X				Yes
IN				X				X				N/A
IA					X(0-7)			X				N/A
KS			X					X				N/A
KY	X										X	Yes
LA			X					X				N/A
ME			X					X				Yes
MD				X				X				N/A
MA					X(3-7)			X				No
MI				X				X				N/A
MN			X					X				N/A
MS	X										X	Yes
MO			X					X				N/A
MT					X			X				Yes(0-2)
NE			X					X				N/A
NV			X					X				Yes
NH	X										X	Yes
NJ						X(0-21)		X				N/A
NM	X										X	Yes
NY						X(0-21)		X				No
NC		X							X			N/A
NC					X			X				N/A
ND					X			X				Yes (0-5)
OH		X						X				N/A
OH					X			X				N/A
OK					X(3-8)			X				Yes
OR	X										X	Yes
PA			X					X				Yes
RI					X(3-7)			X				Yes (0-7)
SC					X			X				Yes
SD						X(0-21)		X				Yes
TN			X					X				N/A
TX	X										X	No
UT		X(0-3)							X			N/A
UT			X					X				N/A

Table 1
STATE CERTIFICATION ON EARLY CHILDHOOD SPECIAL EDUCATION

ST	NO CERT BELOW AGE 5	Age Ranges Covered					AGENCY ISS CERT/LIC				NOW DEV 0-2or0-3	
		0-2	0-5	0-8	3-5	3-21	MR	ED	DD	H	N/A	
VT			X				X					N/A
VA					X(2-5)		X					Yes
WA					X(3-8)		X					No
WV					X		X					No resp
WI			X				X					N/A
WY						X(PK-12)	X					Yes
TOTAL												
*55	9	4	14	6	6	6	2	41	1	1	10	23 Yes
												8 No
												1 No resp

NOTE.

ED = DEPT OF EDUCATION; H = DEPT OF HEALTH; MR = DEPT
OF MENTAL RETARDATION; DD = DEPT OF DEVELOPMENTAL DISABILITIES

*Four states have two different types of certification resulting in a total
of 55 certifications

that they have no certification requirements for educators working with children with disabilities below age 5. A total of 27 of the 51 states surveyed indicated that they currently do not have certification standards in place specifically for working with infants and toddlers with disabilities, specifically children below 3 years of age.

Question 2: What states are in the process of developing certification requirements for educators working with children with disabilities from birth - 5 years of age?

In the 10 states that have no certification requirements in place, eight respondents indicated that they are currently in the process of developing certification standards, and the remaining two (HI and TX) reported no plans to develop certification standards. Table 1 includes these specific data.

Question 3: What agency regulates and/or issues this certification?

Table 1 lists the agencies issuing certification for working with young children with disabilities. For all 42 states that have certification standards, the respondents indicated that the Department of Education regulates and issues certification. Four states, (CT, NC, OH, and UT) have an additional certification for teachers working with children with disabilities from birth - 2 or birth - 3 years of age. These additional certifications are

issued by the Department of Mental Retardation (CT and OH), the Department of Developmental Disabilities (NC), and the Department of Health (UT).

Question 4: Is the certification based on degree, competency, coursework requirements, or a combination of these requirements?

Table 2 shows the criteria states indicated formed the basis for certification. The results show that of the 42 states that have certification for educators working with children with disabilities below age five, three states (AL, TN, and UT) have competency-based certification, six states (DC, FL, GA, IN, MI, and MT) have coursework-based certification, and four states (CT, NJ, PA, and WV) have degree-based certification. Twenty-nine states have a combination of competencies, coursework and/or degree-based certification. Table 2 provides a complete listing of these 29 states.

Question 5: In states that offer certification for educators working with children with disabilities from birth - 5 years of age, is there an exam required for certification?

As table 2 illustrates, 14 of the 42 certification states surveyed indicated that there is a required exam for certification. This exam in two states (CO and NV) includes state general basic skills tests for teachers and other such state

Table 2

**STATE CERTIFICATION - DEGREE BASIS
AND EXAM REQUIREMENTS**

STATE	DEGREE BASIS			EXAM REQUIRED
	C	C/W	D	
AL	*			NTE
AR		*	*	NONE
AZ		*	*	NTE
CO	*	*	*	GEN SKILL
CT			*	NTE
DE	*	*	*	UNSURE
DC		*		NONE
FL		*		NONE
GA		*		NONE
ID		*	*	NTE
IL	*	*	*	UNSURE
IN		*		NTE
IA	*	*		NONE
KS	*	*		NONE
LA	*	*	*	NONE
ME	*	*	*	UNSURE
MD		*	*	NTE
MA		*	*	NONE
MI		*		NONE
MN	*	*	*	NTE
MO		*	*	NTE
MT		*		NONE
NE	*	*	*	NONE
NV	*	*		PPST & PKE
NJ			*	UNSURE
NY	*	*		NTE
NC	*	*	*	NONE
ND		*	*	NONE
OH		*	*	NONE
OK	*	*		UNSURE
PA			*	UNSURE
RI	*	*	*	NTE
SC	*	*		UNSURE
SD	*	*	*	NONE
TN	*			NTE
UT	*			NONE
VT		*	*	NONE
VA	*	*	*	NTE
WA	*	*		UNSURE
WV			*	UNSURE
WI	*	*	*	NONE
WY	*	*	*	NONE

TOTAL

42 | 23 | 35 | 26 | 18-NONE

12-NTE

1-GEN SKILL

1-PPST&PKU

9-UNSURE

NOTE.

C - Competency based; C/W - Coursework based;

D - Degree based; NTE - National Teachers Exam;

Gen Skill-State General Basic Skill test for teachers;

PPST - Pre-professional Standards Test;

PKE-Professional Knowledge Exam

developed tests. Colorado indicated that a state General Basic Skills Test for Teachers is required for certification. Nevada reported a state developed Pre-professional Standards Test and Professional Knowledge Exam are required for certification. Twelve of the states indicated they require the National Teachers Exam (NTE). Eighteen states indicated that there is no required exam for certification for working with children with disabilities from birth - 5 years of age.

Question 6: If there is no certification, what standards are used to assess the qualifications of applicants to work with children with disabilities?

Table 3 provides a listing of the qualifications used to assess applicants to work with children with disabilities from birth - 5 years of age. Most respondents indicated that it was left to individual programs to decide the qualifications of the educators they hire to work with children with disabilities from birth - 5 years of age. Four states (MS, HI, OR, TX) indicated that they seek applicants with a degree in special education. Four states (KY, NH, OR, TX) responded that they look for applicants with a degree in Early Childhood Education (ECE), and three states (MS, OR, TX) indicated that they look for an endorsement in special education. One state (DC) indicated they look for experience in ECE. Two states (OR, TX) look for applicants with an endorsement specifically in ECE. Two states

Table 3

STANDARDS USED TO ASSESS QUALIFICATIONS

QUALIFICATIONS	STATES	TOTAL #
Degree in Sp Ed	MS, HI, OR, TX	4
Degree in ECE	KY, NH, OR, TX	4
Endorsement in Sp Ed	MS, OR, TX	3
Experience in ECE	DC	1
Endorsement in ECE	OR, TX	2
Degree in Sp Ed or ECE & Endorsement in related field & Experience in Sp Ed or ECE	AK, ME	2
State licensure or certification in field	LA	1
Experience in Sp ED	CA	1
Experience in Pediatrics	MS	1
Employer discretion	HI, NM	2

(AK, ME) indicated that they look for applicants with a degree in special education or Early Childhood Education (ECE), an endorsement in a related field, or experience in special education or ECE. One state (LA) looks for basic certification, another (CA) looks for professional experience in special education and another (MS) for experience in pediatrics. Two states (HI, NM) indicated that qualifications are left to the discretion of the employer. Some states indicated that they look for multiple criteria as qualifications of applicants to work with young children with disabilities (i.e. MS indicated that they look for applicants with a degree in special education and/or experience in pediatrics).

College and University Survey Results

College and university training programs were selected from the 1992 National Directory of Special Education Personnel Preparation Programs from the Teacher Education Division of the Council for Exceptional Children (TED/CEC). From the colleges and universities in the directory indicating that they had programs in early childhood special education, five were randomly selected from each of the six national accreditation regions within the United States including the District of Columbia. Data were obtained through telephone interviews with directors and/or professors of the training programs. A total of 30 directors and/or professors of

programs were contacted. Some of the programs, however, were found to be inappropriate for inclusion in this study. Of the programs listed as early childhood special education, some were not included in this study because the focus was on kindergarten - elementary special education, another focused on training paraprofessionals to work in special education classrooms, and others focused on "general" early childhood education. When these colleges and universities were contacted by telephone the researcher was informed that they did not have an early childhood special education program and the interview was not conducted. Other college and university preparation programs were randomly selected as replacements using the same method as the original programs were selected. To assure equal representation of each of the 6 regions, the sample size was decreased to 24 with 4 colleges and/or universities representing each of the 6 regions. Information was initially obtained from the interview surveys with the directors and/or professors of the early childhood special education preparation programs; further analyses were conducted of course listings, syllabi, and program information provided by respondents.

To address the second objective of this study regarding the college and university response to the need for more education

personnel in the early intervention field, the following data were collected:

Question 1: How many preservice teacher training programs in early intervention exist within each state?

Table 4 indicates the number of training programs in early childhood special education in each state as listed in the 1992 National Directory of Special Education Personnel Preparation Programs from (TED/CEC). The directory reported that four states (NV, ND, RI, WY) have no teacher preparation programs for early childhood special education. In seventeen states, there was only one program in the state to prepare early childhood special education teachers. Thirty states have more than one teacher preparation program for early childhood special educators. While many college and universities stated that they have started teaching a few classes that focus on infant intervention issues, the majority reported that they do not yet have programs developed due to lack of funding. Many college and university respondents indicated that they have difficulty getting approval for and students to enroll in such a program when there is no state certification in place.

Question 2: At what degree levels are the early intervention programs offered?

Table 4

**NUMBER OF PREPARATION PROGRAMS AND DEGREE
LEVELS WITHIN EACH STATE**

STATE	# OF COLLEGE/UNIV. WITH PROGRAMS	DEGREE LEVELS			
		A	B	M	D
AL	3		3	3	
AK	1			1	
AZ	1			1	
AR	3	1		2	
CA	10	5		5	1
CO	2			2	
CT	1			1	
DE	1		1		
DC	1			1	
FL	4	1	1	3	1
GA	2		1		1
HI	1		1	1	
ID	1			1	1
IL	10		3	4	1
IN	2		2	1	
IA	4	3	1	1	
KS	5		1	4	1
KY	3		1	2	
LA	7		5	2	
ME	1		1		
MD	5	1	1	3	1
MA	9	1	6	6	3
MI	3	1	1	1	
MN	5		3	2	1
MS	2	1	1	1	
MO	8		4	5	3
MT	1	1			
NE	3	1	2	1	
NV	0	N/A			
NH	1	1	1		
NJ	2	2			
NM	2	1	1		
NY	4	2		2	
NC	1		1	1	
ND	0	N/A			
OH	6	4	1	2	
OK	1		1		
OR	2	2			
PA	2			2	
RI	0	N/A			
SC	1			1	
SD	1			1	
TN	2		1	2	
TX	6	3	1	2	1

Table 4

**NUMBER OF PREPARATION PROGRAMS AND DEGREE
LEVELS WITHIN EACH STATE**

STATE	# OF COLLEGE/UNIV. WITH PROGRAMS	DEGREE LEVELS			
		A	B	IM	D
UT	1			1	1
VT	1			1	
VA	6	1		4	1
WA	3		3	1	
WV	1			1	-
WI	10	2	7	7	
WY	0	N/A			
TOTAL	152	34	56	82	17

NOTE.

A = Associate Degree; B = Baccalaureate Degree; M = Masters Degree; D = Doctoral Degree;

Table 4 illustrates the colleges and universities listed in the TED/CEC directory that offer early childhood special education preparation programs and the specific degree levels of the programs. The data indicated that 18% of these programs are offered in a two year program at the associate degree level, 30% at the baccalaureate degree level, 43% at the masters degree level, and 9% at the doctoral degree level. Table 5 shows that four of the programs are preparing educators to work with children with disabilities from birth - 8 years of age, 1 focuses on life span, 7 focus on 3 - 5 years of age, 1 focuses on 3 - 7, 1 focuses on birth - 6, 1 focuses on birth - 2, and 3 focus on birth - 22. Six programs focus on birth - 5 years of age as DEC/CEC recommends.

Questions 3 and 4: When were the early intervention programs initiated and when were they most recently revised?

Of the 24 programs included in this sample, 15 (62%) of the programs were originally initiated 10 or more years ago, and all of the 15 have been revised within the last 5 years since the 1986 passage of P. L. 99-457. Six (25%) of the programs have been developed within the last 5 years, and five of this six are so new that they have not yet undergone a revision. One of this six, Pacific Lutheran University, has been revised two years after it was initiated. Two programs reported

Table 5

**EARLY CHILDHOOD SPECIAL EDUCATION PREPARATION PROGRAM
DATES OF INITIATION AND REVISIONS**

REGION	COLLEGE/ UNIVERSITY	ST	DEGREE LEVEL	AGE GROUP FOCUS	PROGRAM INITIATED	PROGRAM REVISED
SOUTHERN	GA State Univ	GA	M.D	3-5	1972	1989
	Univ S. Western LA	LA	B	3-5	1981	1991
	E TN St Univ	TN	B.M	0-6	1991	NONE
	Peabody/Vanderbilt	TN	B.M	0-5	1989	1989
NEW ENGLAND	Southern CT St Univ	CT	B.M	0-5	1983	1986
	Boston Univ	MA	B.M.D	3-7	1981	CURRENTLY
	Tufts Univ	MA	M.D	0-8	UNSURE	1991
	Univ of VT	VT	M	0-2	UNSURE	1991
MIDDLE STATES	Univ MD	MD	B.M	0-8	1987	ONGOING
	Gloucester Cty Coll	INJ	A	0-DEATH	1980	1990
	Adelphi Univ	NY	M	0-5	1971	1991
	Penn St Univ	PA	M	3-5	EARLY 1970'S	1989
NORTH CENTRAL	Southern IL Univ	IL	B	0-5	1985	UNSURE
	Univ. MN	MN	B.M.D	0-5	EARLY 1970'S	1988
	Webster Univ	MO	M	3-5	1981	1991
	Card. Stritch Coll	WI	B.M	0-8	1982	1989
NORTH WEST	Univ ID	ID	M.D	3-5	1979	1989
	Univ UT	UT	M.D	0-5	1989	NONE
	Pacific Lutheran Uni	WA	M	0-8	1988	1990
	Seattle Univ	WA	M	3-5	1987	NONE
WEST	Alameda Coll	CA	B	0-22	1976	1990
	CA St Univ	CA	M	0-22	1978	1989
	Sacramento City Coll	CA	A	0-22	1974	ongoing
	Univ HI	HI	M	3-5	1979	1989

Note.

A-Associate, B-Baccalaureate, M-Masters, D-Doctoral

they were unsure exactly when the program was initiated and one program was initiated 7 years ago. Table 5 presents these data.

Question 5: What types of changes have been made in the preservice early intervention preparation programs since the 1986 passage of P. L. 99-457?

The college and university professors interviewed indicated that many changes have been made in their particular programs to keep current with best practices and the newest legislation. Table 6 illustrates the changes accomplished with the latest revision of each training program. Seven program revisions have included a focus on integration. An example of this change is including training teachers majoring in early childhood education and those majoring in early childhood special education within the same program so that their graduates are dually certified. Some of these seven programs have changed their focus to include teaching strategies for teachers to provide integrated services for children with disabilities. Six program revisions have involved additional coursework in collaboration, teaming, and/or interdisciplinary studies. Six program revisions have included requiring additional fieldwork. Five have added coursework in infant intervention, and five have added coursework in family-focused intervention. Two have added coursework on multi-

Table 6

**COLLEGE/UNIVERSITY PREPARATION
PROGRAM CHANGES**

REGION	COLLEGE/ UNIVERSITY	ST	Mor field work	Collaboration- teaming and/or interdisciplinary	Infant intervention	Integration
SOUTHERN	GA State Univ	IGA				
	Univ S. Western LA	ILA				
	E TN St Univ	ITN		*	*	
	Peabody/Vanderbilt	ITN			*	
NEW ENGLAND	Southern CT St Univ	ICT				*
	Boston Univ	IMA		*		*
	Tufts Univ	IMA				
	Univ of VT	IVT		*		
MIDDLE STATES	Univ MD	IMO				
	Gloucester Cty Coll	INJ				
	Adelphi Univ	INY			*	*
	Penn St Univ	IPA	*	*		*
NORTH CENTRAL	Southern IL Univ	IL				
	Univ of MN	IMN				
	Webster Univ	IMO				*
	Card. Stritch Coll	IWI	*			
NORTHWEST	Univ ID	IID	*	*		*
	Univ UT	IUT		NO	REVISION	
	Pacific Lutheran Uni	IWA	*		*	
	Seattle Univ	IWA		NO	REVISION	
WEST	Alameda Coll	ICA	*			
	CA St Univ	ICA				
	Sacramento City Coll	ICA	*			
	Univ MI	IMI		*		*

Table 6

**COLLEGE/UNIVERSITY PREPARATION
PROGRAM CHANGES**

REGION	COLLEGE/ UNIVERSITY	ST	Focus on structured curr. rather than play	Family focus	5 year program	Activity based interventions	Case mgmt
SOUTHERN	GA State Univ	GA					
	Univ S. Western LA	LA					
	E TN St Univ	TN		*	*		
	Peabody/Vanderbilt	TN					
NEW ENGLAND	Southern CT St Univ	CT	*				
	Boston Univ	MA					
	Tufts Univ	MA					
	Univ of VT	VT		*			
MIDDLE STATES	Univ MD	MO		*			*
	Gloucester Cty Coll	NJ					
	Adelphi Univ	NY					
	Penn St Univ	PA					
NORTH CENTRAL	Southern IL Univ	IL					
	Univ of MN	MN		*			
	Webster Univ	MO					
	Card. Stritch Coll	WI	*				
NORTHWEST	Univ ID	ID					
	Univ UT	UT					
	Pacific Lutheran Uni	WA					
	Seattle Univ	WA					
WEST	Alameda Coll	CA					
	CA St Univ	CA					
	Sacramento City Coll	CA					
	Univ MI	MI		*		*	

Table 6

COLLEGE/UNIVERSITY PREPARATION
PROGRAM CHANGES

REGION	COLLEGE/ UNIVERSITY	ST	Medical & genetic issues	Multi- cultural issues & assessment	Developmental approach	Associate more closely w/school systems
SOUTHERN	GA State Univ	GA				
	Univ S.Western LA	LA				
	E TN St Univ	TN				
	Peabody/Vanderbilt	TN				
NEW ENGLAND	Southern CT St Univ	CT				
	Boston Univ	MA				
	Tufts Univ	MA				
	Univ of VT	VT				
MIDDLE STATES	Univ MD	MD				
	Gloucester Cty Coll	NJ				
	Adelphi Univ	NY				
	Penn St Univ	PA				
NORTH CENTRAL	Southern IL Univ	IL				
	Univ of MN	MN				
	Webster Univ	MO				
	Card. Stritch Coll	WI				
NORTHWEST	Univ ID	ID				
	Univ UT	UT				
	Pacific Lutheran Uni	WA				
	Seattle Univ	WA				
WEST	Alameda Coll	CA				
	CA St Univ	CA				
	Sacramento City Coll	CA				
	Univ MI	MI				

Table 6

**COLLEGE/UNIVERSITY PREPARATION
PROGRAM CHANGES**

REGION	COLLEGE/ UNIVERSITY	ST	PT&OT coursework	Communit based
SOUTHERN	GA State Univ	GA	•	
	Univ S. Western LA	LA		
	E TN St Univ	TN		
	Peabody/Vanderbilt	TN		
NEW ENGLAND	Southern CT St Univ	CT		
	Boston Univ	MA		
	Tufts Univ	MA		
	Univ of VT	VT		
MIDDLE STATES	Univ MD	MO		
	Gloucester Cty Coll	NJ		
	Adelphi Univ	NY		
	Penn St Univ	PA		
NORTH CENTRAL	Southern IL Univ	IL		
	Univ of MN	MN		
	Webster Univ	MO		
	Card. Stritch Coll	WI		
NORTHWEST	Univ ID	ID		
	Univ UT	UT		
	Pacific Lutheran Uni	WA		
	Seattle Univ	WA		
WEST	Alameda Coll	CA	•	
	CA St Univ	CA		
	Sacramento City Coll	CA		
	Univ MI	MI		

cultural issues and/or multi-cultural assessment. Two others have changed their focus from play to a structured curriculum. One program change included adding a course in case management, another added a course in medical and genetic issues; another, coursework in the developmental approach; another, a course in activities used in intervention; and another a physical therapy/occupational therapy course. One college and/or university extended the program to five years rather than four, another changed its focus to associate more closely with the school system, and one focused more on community based programs.

Question 6: Were standards or guidelines used to develop the curriculum? If yes, which were used?

Table 7 provides a complete listing of the responses from each college and university in describing the standards or guidelines used to develop the curriculum. Fourteen college and university respondents indicated that DEC/CEC recommended guidelines were used to develop or revise their curriculum; of these, six indicated that only DEC/CEC guidelines were used, and eight stated that DEC/CEC guidelines were used along with other standards and/or guidelines. Three programs were developed with guidelines from the National Association for the Education of Young Children; one was developed with guidelines from the Association for the Care of Children's

Table 7

**EARLY CHILDHOOD SPECIAL EDUCATION PREPARATION PROGRAMS
GUIDELINES USED TO DEVELOP PROGRAM AND FUNDING SOURCES**

REGION	COLLEGE/ UNIVERSITY	ST	STANDARDS/ GUIDELINES USED TO DEV PROGRAM	EXTERNAL PROGRAM FUNDING
SOUTHERN	GA State Univ	GA	NONE	NONE
	Univ S. Western LA	LA	DEC	STATE
	E TN St Univ	TN	DEC/STATE	FEDERAL
	Peabody/Vanderbilt	TN	DEC, STATE, BP<	NONE
NEW ENGLAND	Southern CT St Univ	CT	HIGHSCOPE CURR, FLY	NONE
	Boston Univ	MA	NAEYC, DEC	NONE
	Tufts Univ	MA	STATE	NONE
	Univ of VT	VT	NAEYC, DEC, ACCH	FEDERAL
MIDDLE STATES	Univ MD	MD	NONE	FEDERAL
	Gloucester Cty Coll	NJ	LOCAL PROFESSIONAL RECOM FROM ALLIED HEALTH, ED & PSY	NONE
	Adelphi Univ	NY	DEC FOR REVISION	NONE
	Penn St Univ	PA	DEC & LIT	FEDERAL
NORTH CENTRAL	Southern IL Univ	IL	NONE	STATE
	Univ. MN	MN	NONE	STATE
	Webster Univ	MO	DEC	NONE
	Card. Stritch Coll	WI	NAEYC, DEC	NONE
NORTH WEST	Univ ID	ID	DEC	FEDERAL
	Univ UT	UT	UNSURE	FEDERAL
	Pacific Lutheran Uni	WA	DEC	NONE
	Seattle Univ	WA	DEC/NCATE	NONE
WEST	Alameda Coll	CA	COLL. CONSORTIUM COMMITTEE	NONE
	CA St Univ	CA	NONE	NONE
	Sacramento City Coll	CA	C COLL EDUCATORS REGIONAL	NONE
	Univ HI	MI	NONE	NONE

Note.

DEC-Division of Early Childhood; BP-Best Practices; LT-Literature;
NAEYC-National Association for the Education of the Young Child;
ACCH-Association for Care of Children's Health;
NCATE-National Credentialing Association for Teachers Education

Health; three from local university staff professional recommendations; one from the National Council for Accreditation of Teacher Education; and one from some specific curricular models. Four programs were developed using no standards or guidelines. Two programs were developed from state standards or guidelines, and two were developed using the literature and best practices in the field of early childhood education.

Question 7: How are the preparation programs funded?

Table 7 indicates the specific college and university responses to questions regarding the funding sources of preparation programs. The respondents indicated that, 15 (60%) of the 25 preparation programs within the 24 college and universities did not rely on outside funding for support of their programs. Two (8%) receive state grant money, and 8 (32%) receive money from federal personnel preparation grants. Some respondents stated that they had "start up" federal and state grant money but they no longer received any outside funding.

Question 8: What courses and/or competencies are college and university preservice preparation programs requiring for a degree to teach children with disabilities from birth - 5 years of age?

Information provided by respondents included lists of course requirements and/or program competencies. Table 8 provides a complete list of the coursework or competencies required in each individual teacher preparation program contacted. Table 9 references the coursework required by colleges and universities to DEC recommendations, and Table 10 provides a list of additional categories of courses required by the colleges and universities reviewed. The most common course required by 20 (83%) colleges and universities was a course in assessment. This was followed by 19 (79%) of the 24 college and university programs requiring a course in child development, 18 (75%) requiring coursework in curriculum and methods for working with children ages 3 -5, and another 18 (75%) requiring coursework in working with families of children with special needs. Fifteen programs (63%) require curriculum and methods for working with infants and toddlers from birth - 5, and 13 (54%) of the programs require survey of exceptionalities. Ten programs (42%) indicated that they require behavior management coursework, nine programs (38%) require atypical child development, and five programs (28%) require language development. Five programs (21%) require coursework in research, and three programs (17%) require coursework in communication and verbal interactions.

Table 8

**COURSES AND/OR COMPETENCIES COLLEGE AND UNIV
PREPARATION PROGRAMS REQUIRE FOR DEGREE**

GEORGIA		LOUISIANA
GA State University		University of Southwestern LA
Research seminar in foundations of Sp Ed Seminar in Sp Ed Psychoneurological aspects of Dysfunctions Adv Study of Excep Child Child & Family Behavior Therapy Single - Case Methodology Ed Statistics		Instructional Program Planning for ECSE Identification & Eval. During Dev. Period Foundations of ECE Parent Involvement & Comm. Resources
TENNESSEE		CONNECTICUT -
East TN St Univ	Peabody/Vandervilt	Southern CT State Univ
Professional Issues of Sp Ed Curricular Dev of Instuction and behavior Intervention Methods of research Introduction to young sp needs children and families Medical Aspects of Handicapped Children Intervention with Dev Delayed Infants and Toddlers Assessment of young children Infancy Adv Child Dev Lang Dev	Sp Ed & Exceptional Learners Applied Behavioral Analysis Pyscho Ed Appraisal Excep Child Ed Psychology Ed Foundations Speech and Lang Excep Child Adv Issues in Family Involvement Adv Trends and Issues in ECSE Adv Procedures for Infants Adv Procedures for Multiple Disabilities Ed of Young Child	Teaching Except Children Ele Classes Adv Dev Psy Curr Early-Childhood 3-5 Lang. Arts & Childrens Literature Math in Ele School Science in Ele School Music or Art for early childhood Ed Foundations

Table 8

**COURSES AND/OR COMPETENCIES COLLEGE AND UNIV
PREPARATION PROGRAMS REQUIRE FOR DEGREE**

MASSACHUSETTS		VERMONT
Boston Univ	Tufts	University of Vermont
Bases of Ed Practice		Child Development
Early Childhood	Advanced Intellectual	Atypical Child Development
Disabilities:	Dev	Survey of
Assessment and	Advanced Personal-	Exceptional Child
Instruction	Social Dev	The Handicapped Child
Early Childhood	Young Child's	Within the Family
Disabilities:	Dev of Lang	Methods of Teaching
An Introduction	Problems in Research	Disabilities 0-5
Behavior and Emotional		
Problems: Characteristics		
and Methods		
Assessment on Sp Ed		
Psychology of Excep		
Child and Youth		
Methods and		
Materials Sp Ed		
Lang Acquisition:		
Introduction		
Perspectives of Inquiry		

MARYLAND	NEW JERSEY
University of Maryland	Gloucester City College
Dev & Behavioral Characteristics	Nature & Needs of the Handicapped
of Handicapped &	Behavior Mgmt. Tech
non-handicapped Infants	Residential care
Program Planning & Intervention	P E for Handicapped
Working w/ Families	Human Dev
Medical & Genetic Improvements	Cultural & Emotional Factors
Medical & Sp Ed Intervention	of Handicapped
Infant Development	Early Childhood Education
Intervention Strategies for	Preparation of Handicapped
Severely Handicapped	for Comm Living

Table 8

**COURSES AND/OR COMPETENCIES COLLEGE AND UNIV
PREPARATION PROGRAMS REQUIRE FOR DEGREE**

NEW YORK Adelphi Univ Speech & Lang Development Psycho-Educational for Excep Child Ed Interventions for Excep Child Infant Stimulations Tests, Measurements & Eval Creative Arts for Excep Child Behavior Modification Childrens Literature Diagnosis in ECSE Educational Research	PENNSYLVANIA Penn State Univ Research Inclusion/Integration Advocacy-Empowering Family Intervention Measurement Planning/Collaborating w/ Families & Professionals Characteristics & Professionalism
ILLINOIS Southern IL Univ Preschool Ed for Excep Child Prescriptive Teaching & Assesement	MINNESOTA University Minnesota Ed. of Exceptional Children Parent & Professional Planning for Exc Child Ed Exc Infant & Preschool Child Methods & Materials for Moderate-Severe Methods & Materials for Excep Infants & Preschoolers Assessment & Decision Making on Sp ED Child Psychology & Development Cognitive Dev Long Dev Parent Child Relations Contemporary Programs for for Young Child

Table 8

**COURSES AND/OR COMPETENCIES COLLEGE AND UNIV
PREPARATION PROGRAMS REQUIRE FOR DEGREE**

MISSOURI	WISCONSIN
Webster Univ	Cardinal Stritch College
Cognitive Dev in Early Ed Socio-Moral Dev on Early Ed Integrating Resources Applied Research Curriculum Design Reading & Literature on Early Ed Health, Nutrition & Safety Screening & Diagnosis Lang Dev in Early Ed Lang Dev for Except Children Early Child Curriculum Early Childhood Sp Ed Curr Perceptual Motor Dev	Human Relations Role Adequacy Flexibility Organization for teaching Instructional techniques Communication Classroom Maintenance Evaluation Self-Perception Professionalism
IDAHO	UTAH
Univ Idaho	Univ Utah
Interdisciplinary Coordination Special Education Curriculum Family Focused Intervention Early Childhood Handicapped Curriculum	Curriculum and Programming for Severe Disabilities Social and Ed issues in ECSE Curr and Programming for Preschoolers w/Disabilities Collaborative Early Intervention for Infants and Toddlers w/Disabilities Managing Educational Environments Comm and Social Development Research Design School Reform and Sp Ed Program Evaluation in Ed Parent and Professional Collaboration Collaborative Ed Problem Solving

Table 8

**COURSES AND/OR COMPETENCIES COLLEGE AND UNIV
PREPARATION PROGRAMS REQUIRE FOR DEGREE**

WASHINGTON	
Pacific Lutheran Univ	Seattle Univ
Methods of Teaching Sp Needs Child Current Issues in ECSE Early Intervention Programs Assessment of Infants & Preschoolers Early Learning Exp for Sp Child Current Issues on Lang Disorders Administration of ECSE Program	Programs in Early Childhood Ed Early Ed & Child Development Introduction to Mild Handicaps Learning Theory Philosophy of Education Introduction to Research Diagnosis & Prescription Sp Ed Methods Working w/Parents & Professionals

HAWAII
University HI
Understanding & Working w/ the Infant Understanding & Working w/ the Family Assessment Program Implementation & Evaluation Administrative & Interdisciplinary Interactions Professional Development

Table 8

**COURSES AND/OR COMPETENCIES COLLEGE AND UNIV
PREPARATION PROGRAMS REQUIRE FOR DEGREE**

CALIFORNIA	
Alameda College	CA State Univ
Communication & Human Relations Applied Learning Theory The Exceptional Child Child Development Adoptive PE First Aid & Safety Arts & Crafts for Sp Ed	Sem in Adult Development Adv Study of Child & Adols Issues in Early Childhood Motivation Theory Child Growth & Development Fund of Measurement Research in Ed Issues in Ed Adv Psych Foundations
Sacramento City College	
Techniques of Behav Observation The Excep Child Principles of Early Childhood Sp Ed Introduction to ECE Children's Nutrition Programs for the School Age Child Infant Care The Atypical Infant Admin of Child Dev Centers Practices in ECE The Child, Family & Community Child Devevelopment Children and Literature Effective Parent & Teacher Interaction Principles of Preschool - Skill Building Music for Children Art in ECE	

Table 9

**COLLEGE AND UNIVERSITY PREPARATION PROGRAMS
COURSEWORK OR COMPETENCY REQUIREMENTS
CORRESPONDENCE TO DEC/CEC RECOMMENDATIONS**

	Northern Central Region*				Northwest Region			
	Southern IL Univ.	Univ of MN	Webster Univ (MO)	Cardinal College (WI)	Univ ID	Univ UT	Pacific Lutheran Univ	Seattle Univ
Degree level addressed	B	B,M,D	M	B,M	M,D	M,D	M	M
Age range of certification	0-5	0-5	3-5	0-8	3-5	0-5	0-8	3-5
DEC Recommendations								
Soc and philosophical foundations							*	*
Life-span; human development and learning								*
Professional orientation and development				*				
Historical and philosophical basis for early childhood special education				*		*	*	
Child development from birth - 5		*	*3-5	*			*	*
A typical child development from birth - 5	*		*3-5				*	
Survey of exceptionalities		*					*	
Families of young children with special needs		*	*		*	*	*	*
Assessment of the young child	*	*	*	*	*	*	*	*
Curriculum/ Methods: birth - 5	*	*		*	*	*	*	
Curriculum/ Methods: 3 - 5	*	*	*	*	*	*	*	*
Physical, medical and health management				*			*	
Environmental and behavior management	*		*	*				
Interdisciplinary and interagency teaming			*		*	*		
Organizational environments for early intervention			*	*		*	*	*

NOTE.

A=Associate; B=Baccalaureate; M=Masters; D=Doctoral

Table 9

**COLLEGE AND UNIVERSITY PREPARATION PROGRAMS
COURSEWORK OR COMPETENCY REQUIREMENTS
CORRESPONDENCE TO DEC/CEC RECOMMENDATIONS**

	West Region				Southern Region				
	Alameda College	CA St Univ	Sacramento City Coll	Univ HI	GA St Univ	Univ So W LA	E TN St Univ	Peabody College	
Degree level addressed	B	M	A	M	M,D	B	B,M	B	M
Age range of certification	0-22	0-22	0-22	0-3	3-5	3-5	0-6	0-5	0-5
DEC Recommendations									
Soc and philosophical foundations		*						*	*
Life-span; human development and learning									
Professional orientation and development				*			*		
Historical and philosophical basis for early childhood special education		*			*	*			
Child development from birth - 5	*	*	*	*		*3-5	*	*	
A typical child development from birth - 5			*	*		-			
Survey of exceptionalities	*		*		*	*	*	*	*
Families of young children with special needs			*	*	*	*	*		*
Assessment of the young child	*	*		*		*	*	*	*
Curriculum/ Methods: birth - 5			*	*0-3			*	*	*
Curriculum/ Methods: 3 - 5			*			*	*	*	*
Physical, medical and health management							*		
Environmental and behavior management	*						*	*	*
Interdisciplinary and Interagency teaming				*					
Organizational environments for early intervention						*	*		

NOTE.

A=Associate; B=Baccalaureate; M=Masters; D=Doctoral

Table 9

**COLLEGE AND UNIVERSITY PREPARATION PROGRAMS
COURSEWORK OR COMPETENCY REQUIREMENTS
CORRESPONDENCE TO DEC/CEC RECOMMENDATIONS**

	New England Region					Middle States Region		
	Southern CT St Univ	Boston Univ	Tufts Univ	Univ VT	Univ MD	NJ Gloucester Cty Coll	NY Adelphi Univ	Penn St Univ
Degree level addressed	B,M	B,M,D	M,D	M	B,M	A	M	M
Age range of certification	0-5	3-7	0-8	0-2	0-8	0-death	0-5	3-5
DEC Recommendations								
Soc and philosophical foundations	*	*					*	
Life-span; human development and learning						*		
Professional orientation and development								*
Historical and philosophical basis for early childhood special education								
Child development from birth - 5	*	*	*	*	*	*		*
A typical child development from birth - 5			*	*	*			*
Survey of exceptionalities	*			*		*	*	
Families of young children with special needs		*	*	*	*		*	*
Assessment of the young child		*	*	*	*		*	*
Curriculum/ Methods: birth - 5				*	*	*	*	
Curriculum/ Methods: 3 - 5	*	*				*	*	*
Physical, medical and health management					*	*		
Environmental and behavior management		*				*	*	
Interdisciplinary and interagency teaming					*			*
Organizational environments for early intervention					*			*

NOTE.

A=Associate; B=Baccalaureate; M=Masters; D=Doctoral

Table 10

**BEYOND DEC RECOMMENDATIONS
FOR COLLEGE/UNIVERSITY REQUIREMENTS**

Requirement	College/Univ	Total # Colleges/Univ
Research	Tufts Univ, Univ MD, Adelphi Univ, Univ UT, East TN	5
Communication/ Verbal Interactions	Adelphi Univ, Cardinal Stritch, Univ UT	3
Language Dev	Tufts Univ, Univ Minn Peabody, Adelphi Univ, East TN	5
Topics, Trends, & Issues in Sp ED	Adelphi Univ, Peabody	2
Childrens Lit	Adelphi Univ	1
Physiological dev	Tufts Univ	1
Flexibility	Cardinal Stritch	1
Methods/Materials for Moderate-Severe	Univ Minn	1
Cognitive & Creative Learning	Univ Minn	1
Social Learning	Univ Minn	1
PE for Sp Ed	Gloucester Cty College	1 -
Cultural & Emotional Issues	Gloucester Cty College	1
Prep-for Adult Comm Living	Gloucester Cty College	1
Admin EC Sp Ed	Pacific Lutheran Univ	1
Issues in Lang Disorders	Pacific Lutheran Univ	1
Creative Arts Sp Ed	Adelphi Univ, S CT State Univ	2
Personal-Social Dev	Tufts	1
School Reform and Sp Ed	Univ UT	1
Program Evaluation	Univ UT	1
Prospectives of Inquiry	Boston Univ	1
Statistics	Univ GA	1

The following data were collected to address the third objective of the study regarding the extent to which the content of state certification requirements and teacher preparation program requirements correspond to competencies recommended by DEC/CEC.

Question 1: To what extent do existing state certification requirements correspond to the recommendations of DEC/CEC?

Table 11 provides a complete listing of the competencies required by each state. Of the 15 DEC recommended competencies for educators working with children with disabilities from birth - 5 years of age, the requirement most often cited for state certification was curriculum and methods for teaching children with disabilities from ages 3 - 5. Twenty-eight (55%) of the 51 states surveyed indicated that this was a requirement for certification within their particular state. The second highest area of correspondence is assessment of young children with disabilities, with 26 (51%) states requiring this competency. The requirements and recommendations with the least correspondence was professional orientation and development with only four states requiring coursework or competence in this area. Twenty-four (47%) states require coursework or competence in normal child development. Twenty-three (54%) states require coursework or competence

Table 11

**CORRESPONDENCE BETWEEN STATE CERTIFICATION
AND DEC RECOMMENDATIONS**

State	AL	AK	AZ	AR	CA	CO	CT	DC	DE	FL	GA	HI	ID	IL
Certification Approach	TR	0	TR	TR	0	TR	TR	0	TR	TR	TR	0	TR	TR
Age range of certification	0-8	-	3-5	0-5	-	0-5	0-21	3-5	3-6	3-5	3-5	-	3-5	0-8
DEC Recommendations														
Social and philosophical foundations			*	*										*
Life-span; human development and learning				*										
Professional orientation and development				*										
Historical and philosophical basis for early childhood special education						*								
Child development from birth - 5			*	*		*			*	*	*		*	*
Atypical child development from birth - 5			*	*		*	*		*	*	*		*	*
Survey of exceptionalities	*		*	*		*			*	*	*		*	*
Families of young children with special needs				*		*			*	*	*		*	*
Assessment of the young child			*	*		*	*		*	*	*		*	*
Curriculum/ Methods: birth - 5	*		*	*		*	*		*	*	*		*	*
Curriculum/ Methods: 3 - 5	*		*	*		*	*		*	*	*		*	*
Physical, medical and health management				*										
Environmental and behavior management			*	*					*					
Interdisciplinary and interagency teaming				*		*			*					
Organizational environments for early intervention				*					*					

NOTE.

- = No certification below age 5; D = Draft; TR = Transcript review;
 Certification approach; TR = Transcript review; AP = Approved program;
 0 = None;

Table 11

**CORRESPONDENCE BETWEEN STATE CERTIFICATION
AND DEC RECOMMENDATIONS**

State	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT	NE
Certification Approach	TR	TR	TR	0	D,T	D,T	TR	TR	TR	TR	0	TR	AP	AP
Age range of certification	0-8	0-7	0-5	-	0-5	0-5	0-8	3-7	0-8	0-5	-	0-5	3-5	0-5
DEC Recommendations														
Social and philosophical foundations			*		*									
Life-span; human development and learning			*			*		*						
Professional orientation and development			*		*									
Historical and philosophical basis for early childhood special education	*		*		*		*		*					
Child development from birth - 5	*	*			*			*	*	*		*		
Atypical child development from birth - 5	*					*		*	*	*				
Survey of exceptionalities		*	*		*			*	*	*		*		
Families of young children with special needs	*	*	*		*	*		*	*	*		*		
Assessment of the young child	*	*	*		*	*	*	*	*	*		*		
Curriculum/ Methods: birth - 5	*	*	*		*	*	*	*	*	*		*		
Curriculum/ Methods: 3 - 5	*	*	*		*	*	*	*	*	*		*		
Physical, medical and health management		*			*							*		
Environmental and behavior management		*	*					*	*			*		
Interdisciplinary and interagency teaming	*		*		*	*		*	*					
Organizational environments for early intervention		*	*		*			*	*					

NOTE.

- = No certification below age 5; D = Draft; TR = Transcript review;
 Certification approach; TR = Transcript review; AP = Approved program;
 0 = None;

Table 11

**CORRESPONDENCE BETWEEN STATE CERTIFICATION
AND DEC RECOMMENDATIONS**

State	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC
Certification Approach	TR	O	AP	O	AP	TR	TR	D,T	TR	O	AP	TR	TR
Age range of certification	0-5	-	0-21	-	0-21	0-5	3-5	3-5	3-8	-	0-5	3-7	3-5
DEC Recommendations													
Social and philosophical foundations													
Life-span; human development and learning								.					
Professional orientation and development								.					
Historical and philosophical basis for early childhood special education													
Child development from birth - 5							.	.	*(3-5)			*(3-7)	
Atypical child development from birth - 5							.	.					
Survey of exceptionalities							.		-			.	
Families of young children with special needs	.					.	.	.	.			.
Assessment of the young child	.					.	.	.				.
Curriculum/ Methods: birth - 5	.					.	.	.				.
Curriculum/ Methods: 3 - 5	.					.	.	.	.			.
Physical, medical and health management								.				.	
Environmental and behavior management									.			.	
Interdisciplinary and interagency teaming						.		.					
Organizational environments for early intervention													

NOTE.

- = No certification below age 5; D = Draft; TR = Transcript review; Certification approach; TR = Transcript review; AP = Approved program; O = None;

Table 11

CORRESPONDENCE BETWEEN STATE CERTIFIC AND DEC RECOMMENDATIONS											
State	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	
Certification Approach	0	TR	0	AP	TR	TR	TR	AP	TR	TR	
Age range of certification	0-21	0-5	-	0-3	0-8	2-5	3-8	3-5	0-8	3-5	
DEC Recommendations											
Social and philosophical foundations											
Life-span; human development and learning											
Professional orientation and development											
Historical and philosophical basis for early childhood special education							*				
Child development from birth - 5		*			*	*			*	*	
Atypical child development from birth - 5		*							*	*	
Survey of exceptionalities		*			*	*			*	*	
Families of young children with special needs					*	*			*	*	
Assessment of the young child		*				*	*		*	*	
Curriculum/ Methods: birth - 5					*	*			*	*	
Curriculum/ Methods: 3 - 5					*	*	*				
Physical, medical and health management						*				*	
Environmental and behavior management						*					
Interdisciplinary and interagency teaming		*									
Organizational environments for early intervention					*	*					

NOTE.

- = No certification below age 5; D = Draft; TR = Transcript review;
 Certification approach; TR = Transcript review; AP = Approved program;
 0 = None;

Table 12

BEYOND DEC RECOMMENDATIONS
FOR STATE CERTIFICATION

REQUIREMENT	STATES	TOTAL # STATES
Related services, community resources	OH, NC, IA	3
Legal issues	WY, WA	2
Language development	WY, VA, OK, MO, MA, ID, DE, AR	8
Adult learners	IA	1
Early childhood reading or lit.	OK, DE, AL	3
Communications systems	OH, IA	2
Issues and trends in ECSE	WA	1
Computer literacy	OK	1
Guidance of young child	OK	1
Creative arts	OK	1
Integration	OH	1
Math	OK, DE	2
Transition	OH	1
Nutrition and/or safety	MO, LA	2
Communication/consultation	MI, MA, MD, CO	4
Sensitivity to all learners	MA	1
Evaluation of instruction/program	MA, KS	2
Interpersonal relationships	KS	1
Relate instructional content and media to pupil needs	KS	1
Management and supervision	KS	1
Placement alternatives	KS	1
Self concept and group responsibility	ID	1

in working with families of young children with special needs. Twenty-one (41%) states required coursework in survey of exceptional children and nineteen required curriculum and methods for working with 0 - 5 year old children with disabilities. Eleven states required coursework or competence in environmental and behavior management and another eleven required interdisciplinary and interagency teaming coursework or competence. Eight of the 51 states surveyed required physical, medical and health management and another eight required organizational environments for early intervention. Seven required historical and philosophical bases for early childhood special education; five states required coursework or competencies in lifespan and human development and learning theory; and another five required social and philosophical foundations of education.

Question 2: To what extent do existing personnel preparation program requirements correspond to recommendations of DEC/CEC?

Table 9 illustrates the correspondence between personnel preparation program requirements and DEC recommendations. The requirements most often cited were child development and assessment. Sixteen (67%) training programs require competencies and/or coursework in these areas. Fourteen (58%) programs require coursework or competencies in

curriculum and methods for working with children with disabilities from 3 - 5 years of age. Twelve (50%) programs require coursework or competencies in survey of exceptionalities. Eleven (46%) programs require coursework and competencies in curriculum and methods for working with children with disabilities from birth - 5 years of age. Eight (33%) require coursework or competencies in atypical development and another eight (33%) require environmental and behavior management. Seven (29%) training programs require coursework or competencies in sociological and philosophical foundations for education and another seven (29%) require organizational environments for early intervention. Five (21%) programs require historical and philosophical basis for early childhood special education; four (17%) require coursework or competencies in physical; medical and health management; and another four (17%) require coursework or competencies in interdisciplinary and interagency teaming. Three (13%) require coursework or competencies in professional orientation and development and two (8%) require coursework or competencies in life-span, human development and learning.

Question 3: If state certification requirements exist, to what extent do the requirements of preservice

preparation programs within that state correspond to those certification requirements?

Table 13 indicates the correspondence between state certification regulation and preservice preparation program requirements. Of the 24 college and university training programs included in this study, 18 states were represented. Of these 18 states, 12 state competencies and/or coursework requirements for certification were available for review. The remaining six states utilize state department of education approved program approach and did not have lists of state certification required coursework or competencies available for review. There were 15 colleges and/or universities represented within the 12 states with certification requirements. Of these 15 colleges and/or universities only one university (Pacific Lutheran University, Washington) had 100% correspondence with that state's certification requirements. Eleven college and/or university teacher preparation programs addressed 50% or more of their particular state certification requirements. (See Table 13 for the complete listing of these eight colleges and universities). One teacher preparation program (Georgia State University) addressed 40%. Two programs (Southern CT State University, CT and Southern IL University, IL) corresponded 25% or less with state certification requirements.

Table 13

**CORRESPONDENCE AMONG REQUIREMENTS
OF PREPARATION PROGRAMS
AND STATE CERTIFICATION REQUIREMENTS**

NEW ENGLAND REGION		
State: Massachusetts		College/University
State Certification Requirements	Southern CT State University	
Atypical Dev. 0-5		
Assessment of Young Child		
Curr. & Methods 0-3		
Curr. & Methods 3-5	•	
State: Massachusetts		College/University
State Certification Requirements	Boston University	Tufts University
Child Dev. 0-5	•	•
Atypical Dev. 0-5		•
Families w/ Sp Needs Child	•	•
Curr. & Methods 3-5	•	
Environmental & Behavior Manag.	•	
Organizational & Environments in Early Inter.		
State: Vermont		College/University
State Certification Requirements	University VT	
College/University approved program		
no state certification requirements available		

Table 13

**CORRESPONDENCE AMONG REQUIREMENTS
OF PREPARATION PROGRAMS
AND STATE CERTIFICATION REQUIREMENTS**

<u>SOUTHERN REGION</u>		
State: Tennessee		College/University
State Certification Requirements	East TN State Univ	Peabody College
Child Dev. 0-5	*	*
Atypical Dev. 0-5		
Survey of Exceptionalities	*	*
Assessment	*	*
Interdisciplinary/Teaming		
State: Georgia		College/University
State Certification Requirements	GA State Univ	
Child Dev. 0-5		
Survey of Exceptionalities	*	
Families w/ Sp Needs Child	*	
Assessment		
Curr. & Methods 3-5		
State: Louisiana		College/University
State Certification Requirements	Univ Southwest LA	
Social & Philosophical Foundations		
Professional Orientation & Dev.		
Historical & Philosophical Basis for ECSE	*	
Child Dev 0-5	*	
Survey of Exceptionalities	*	
Families w/ Sp Needs Child	*	
Assessment		
Curr./Meth. 0-5		
Curr./Meth. 3-5	*	
Pys. Med. & Health		
Interdesiplinary/Teaming		
Org Environments	*	

Table 13

**CORRESPONDENCE AMONG REQUIREMENTS
OF PREPARATION PROGRAMS
AND STATE CERTIFICATION REQUIREMENTS**

MIDDLE STATES REGION	
State: Maryland	College/University
State Certification Requirements	University MD
Life Span Human Dev. & Learning	
Professional Orientation & Dev.	
Historical & Philosophical Basis for ECSE	
Child Dev. 0-5	*
Atypical Child Dev. 0-5	*
Families With Special Needs	*
Assessment of Young Child	*
Curr/Methods 3-5	
Environmental & Behavioral Manag.	
Organizational Environments in Early Inter.	*

State: New Jersey	College/University
State Certification Requirements	Gloucester County College
College/University approved program no state certification requirements available	
State: Pennsylvania	College/University
State Certification Requirements	Penn State Univ
College/University approved program no state certification requirements available	
State: New York	College/University
State Certification Requirements	Adelphi University
College/University approved program no state certification requirements available	

Table 13

**CORRESPONDENCE AMONG REQUIREMENTS
OF PREPARATION PROGRAMS
AND STATE CERTIFICATION REQUIREMENTS**

<u>WEST REGION</u>		
State: Hawaii		College/University
State Certification Requirements	University of HI	
College/University approved program no state certification requirements available		

<u>NORTHWESTERN REGION</u>		
State: Idaho		College/University
State Certification Requirements	University of ID	
Child Dev. 0-5		
Atypical Dev. 0-5		
Survey of Exceptionalities	•	
Families w/ Sp Needs Child	•	
Assessment		
Curr. & Methods 3-5	•	
State: Utah		College/University
State Certification Requirements	University of UT	
College/University approved program no state certification requirements available		
State: Washington		College/University
State Certification Requirements	Pacific Luthern Univ	Seattle Univ
Historical & Philosophical Basis for ECSE	•	
Survey of Exceptionalities	•	
Assessment	•	•
Curr./Meth. 3-5	•	•

Table 13

**CORRESPONDENCE AMONG REQUIREMENTS
OF PREPARATION PROGRAMS
AND STATE CERTIFICATION REQUIREMENTS**

<u>NORTH CENTRAL REGION</u>	
State: Illinois	College/University
State Certification Requirements	Southern IL Univ
Social and Philosophical Foundations of ED	
Child Dev 0-5	
Atypical Child Dev	
Survey of Exceptionalities	
Families of Sp Needs Child	
Curr/Methods 0-5	*
State: Minnesota	College/University
State Certification Requirements	Univ. MN
Child Dev. 0-5	*
Atypical Child Dev.	
Survey of Exceptionalities	
Families of Sp Needs Child	
Assessment	*
Curr/Methods 0-5	*
Curr/Methods 3-5	*
State: Wisconsin	College/University
State Certification Requirements	Cardinal Stitch College
Child Dev.	*
Atypical Child Dev.	
Survey of Exceptionalities	
Families of Sp Needs Child	
Assessment	*
Curr/Methods 0-5	*
Curr/Methods 3-5	*

Table 13

**CORRESPONDENCE AMONG REQUIREMENTS
OF PREPARATION PROGRAMS
AND STATE CERTIFICATION REQUIREMENTS**

<u>NORTH CENTRAL</u>	
State: Missouri	College/University
State Certification Requirements	Webster Univ
Child Dev. 0-5	• (3-5)
Survey of Exceptionalities	
Families of Sp Needs Child	•
Assessment	•
Curr/Methods 0-5	
Curr/Methods 3-5	•
Phy, Med & Health Management	

Question 4: To what extent is there correspondence among preparation programs, certification requirements, and recommendations of DEC/CEC?

Table 14 illustrates the correspondence between preparation program requirements, state certification regulations, and the DEC/CEC recommendations. Of the 24 college and university preparation programs randomly selected only 12 states were represented in this analysis of correspondence because the remainder of the states in which the preparation programs were selected had no state certification requirements. Three of the 12 states had two colleges and/or universities represented totaling 15 training programs reviewed.

In the Southern region, East Tennessee State University program requirements were consistent with Tennessee State certification requirements and DEC/CEC recommendations in the area of assessment of the young child. Program requirements did not explicitly address Tennessee state certification requirements in four areas: child development 0-5, atypical child development 0-5, survey of exceptionalities, and interdisciplinary and interagency teaming. George Peabody College program requirements were consistent with Tennessee state certification requirements and DEC/CEC recommendations in three areas: Child development 0-5,

Table 14

**CORRESPONDENCE AMONG PREPARATION PROGRAMS
CERTIFICATION REQUIREMENTS, AND RECOMMENDATIONS OF DEC/CEC**

NEW ENGLAND REGION			
DEC Requirements	State Requirments	College /University	
	Massachusetts	Boston Univ	Tufts Univ
Soc and Philosophical Foundations			
Life-span Human Development and Learning		*	*
Professional Orientation and Development			
Historical and Philosophical Basis for ECSE			
Child Development 0 - 5	*	*	*
Atypical Child Dev. 0-5			*
Survey of Exceptionalities			
Families with Special Needs Child	*	*	*
Assessment of the Young Child		*	*
Curriculum/ Methods: Birth - 5			
Curriculum/ Methods: 3 - 5	*	*	
Physical, Medical and Health Manag			
Environmental and Behavior Manag	*	*	
Interdisciplinary and Interagency Teaming			
Organizational Environments for Early Intervention	*		
DEC Requirements	State Requirments	College /University	
	Connecticut	South Connecticut Univ	
Soc and Philosophical Foundations			
Life-span Human Development and Learning			
Professional Orientation and Development			
Historical and Philosophical Basis for ECSE			
Child Development 0 - 5			
Atypical Child Dev. 0-5	*		
Survey of Exceptionalities			
Families with Special Needs Child			
Assessment of the Young Child	*		
Curriculum/ Methods: Birth - 5	*		
Curriculum/ Methods: 3 - 5	*	*	
Physical, Medical and Health Manag			
Environmental and Behavior Manag			
Interdisciplinary and Interagency Teaming	*		
Organizational Environments for Early Intervention	*		

Table 14

**CORRESPONDENCE AMONG PREPARATION PROGRAMS
CERTIFICATION REQUIREMENTS, AND RECOMMENDATIONS OF DEC/CEC**

SOUTHERN REGION			
DEC Requirements	State Requirements	College /University	
	Tennessee	East TN State Univ	Peabody College
Soc and Philosophical Foundations	.		
Life-span Human Development and Learning			
Professional Orientation and Development		.	
Historical and Philosophical Basis for ECSE			
Child Development 0 - 5	.	.	.
Atypical Child Dev. 0-5	.	.	
Survey of Exceptionalities	.	.	.
Families with Special Needs Child		.	
Assessment of the Young Child	.	.	.
Curriculum/ Methods: Birth - 5		.	
Curriculum/ Methods: 3 - 5		.	
Physical, Medical and Health Manag		.	
Environmental and Behavior Manag		.	
Interdisciplinary and Interagency Teaming	.		
Organizational Environments for Early Intervention		.	
DEC Requirements	State Requirements	College /University	
	Georgia	GA State University	
Soc and Philosophical Foundations			
Life-span Human Development and Learning			
Professional Orientation and Development			
Historical and Philosophical Basis for ECSE			
Child Development 0 - 5	.		
Atypical Child Dev. 0-5			
Survey of Exceptionalities	.	.	
Families with Special Needs Child	.	.	
Assessment of the Young Child	.		
Curriculum/ Methods: Birth - 5			
Curriculum/ Methods: 3 - 5	.		
Physical, Medical and Health Manag			
Environmental and Behavior Manag			
Interdisciplinary and Interagency Teaming			
Organizational Environments for Early Intervention			

Table 14

**CORRESPONDENCE AMONG PREPARATION PROGRAMS
CERTIFICATION REQUIREMENTS, AND RECOMMENDATIONS OF DEC/CEC**

NORTHWEST REGION			
DEC Requirements	State Requirements	College /University	
	Idaho	Univ ID	
Soc and Philosophical Foundations	•		
Life-span Human Development and Learning			
Professional Orientation and Development			
Historical and Philosophical Basis for ECSE			
Child Development 0 - 5	•		
Atypical Child Dev. 0-5	•		
Survey of Exceptionalities	•		
Families with Special Needs Child	•		•
Assessment of the Young Child	•		
Curriculum/ Methods: Birth - 5			•
Curriculum/ Methods: 3 - 5	•		•
Physical, Medical and Health Manag			
Environmental and Behavior Manag			
Interdisciplinary and Interagency Teaming			•
Organizational Environments for Early Intervention			
DEC Requirements	State Requirements	College /University	
	Washington	Pacific Luthern Univ	Tufts Univ
Soc and Philosophical Foundations			
Life-span Human Development and Learning			
Professional Orientation and Development			
Historical and Philosophical Basis for ECSE	•	•	
Child Development 0 - 5			
Atypical Child Dev. 0-5			
Survey of Exceptionalities	•	•	
Families with Special Needs Child			
Assessment of the Young Child	•	•	•
Curriculum/ Methods: Birth - 5			
Curriculum/ Methods: 3 - 5	•	•	•
Physical, Medical and Health Manag			
Environmental and Behavior Manag			
Interdisciplinary and Interagency Teaming			
Organizational Environments for Early Intervention			

Table 14

**CORRESPONDENCE AMONG PREPARATION PROGRAMS
CERTIFICATION REQUIREMENTS, AND RECOMMENDATIONS OF DEC/CEC
SOUTHERN REGION (con't)**

DEC Requirements	State Requirements	College /University
	Louisiana	University Southwestern LA
Soc and Philosophical Foundations	-	
Life-span Human Development and Learning		
Professional Orientation and Development	*	
Historical and Philosophical Basis for ECSE	*	*
Child Development 0 - 5	*	*
Atypical Child Dev. 0-5		
Survey of Exceptionalities	*	*
Families with Special Needs Child	*	*
Assessment of the Young Child	*	
Curriculum/ Methods: Birth - 5	*	
Curriculum/ Methods: 3 - 5	*	
Physical, Medical and Health Manag	*	*
Environmental and Behavior Manag		
Interdisciplinary and		
Interagency Teaming	*	-
Organizational Environments for Early Intervention	*	*
DEC Requirements	State Requirements	College /University
	Maryland	University MD
Soc and Philosophical Foundations		
Life-span Human Development and Learning	*	
Professional Orientation and Development	*	
Historical and Philosophical Basis for ECSE	*	
Child Development 0 - 5	*	*
Atypical Child Dev. 0-5	*	*
Survey of Exceptionalities		
Families with Special Needs Child	*	*
Assessment of the Young Child	*	*
Curriculum/ Methods: Birth - 5		
Curriculum/ Methods: 3 - 5	*	
Physical, Medical and Health Manag		
Environmental and Behavior Manag	*	
Interdisciplinary and		
Interagency Teaming		
Organizational Environments for Early Intervention	*	*

Table 14

**CORRESPONDENCE AMONG PREPARATION PROGRAMS
CERTIFICATION REQUIREMENTS, AND RECOMMENDATIONS OF DEC/CEC**

NORTHERN CENTRAL REGION		
DEC Requirements	State Requirements	College /University
	Illinois	Southern IL Univ
Soc and Philosophical Foundations		
Life-span Human Development and Learning		
Professional Orientation and Development		
Historical and Philosophical Basis for ECSE		
Child Development 0 - 5	*	
Atypical Child Dev. 0-5	*	*
Survey of Exceptionalities	*	
Families with Special Needs Child	*	
Assessment of the Young Child	*	*
Curriculum/ Methods: Birth - 5	*	*
Curriculum/ Methods: 3 - 5	*	*
Physical, Medical and Health Manag		
Environmental and Behavior Manag		
Interdisciplinary and Interagency Teaming		
Organizational Environments for Early Intervention		
DEC Requirements	State Requirements	College /University
	Minnesota	Univ MN
Soc and Philosophical Foundations		
Life-span Human Development and Learning		
Professional Orientation and Development		
Historical and Philosophical Basis for ECSE		
Child Development 0 - 5	*	*
Atypical Child Dev. 0-5	*	
Survey of Exceptionalities	*	
Families with Special Needs Child	*	
Assessment of the Young Child	*	*
Curriculum/ Methods: Birth - 5	*	*
Curriculum/ Methods: 3 - 5	*	*
Physical, Medical and Health Manag		
Environmental and Behavior Manag		
Interdisciplinary and Interagency Teaming		
Organizational Environments for Early Intervention		

Table 14

**CORRESPONDENCE AMONG PREPARATION PROGRAMS
CERTIFICATION REQUIREMENTS, AND RECOMMENDATIONS OF DEC/CEC**

NORTHERN CENTRAL REGION (con't)		
DEC Requirements	State Requirements	College /University
	Missouri	Webster University
Soc and Philosophical Foundations		
Life-span Human Development and Learning		
Professional Orientation and Development		
Historical and Philosophical Basis for ECSE		
Child Development 0 - 5	•	•
Atypical Child Dev. 0-5		
Survey of Exceptionalities	•	
Families with Special Needs Child	•	•
Assessment of the Young Child	•	•
Curriculum/ Methods: Birth - 5	•	
Curriculum/ Methods: 3 - 5	•	•
Physical, Medical and Health Manag	•	
Environmental and Behavior Manag		
Interdisciplinary and Interagency Teaming		
Organizational Environments for Early Intervention		
DEC Requirements	State Requirements	College /University
	Wisconsin	Cardinal Stritch College
Soc and Philosophical Foundations		
Life-span Human Development and Learning		
Professional Orientation and Development		
Historical and Philosophical Basis for ECSE		
Child Development 0 - 5	•	•
A Typical Child Dev. 0-5	•	
Survey of Exceptionalities	•	
Families with Special Needs Child	•	
Assessment of the Young Child	•	•
Curriculum/ Methods: Birth - 5	•	•
Curriculum/ Methods: 3 - 5	•	•
Physical, Medical and Health Manag		
Environmental and Behavior Manag		
Interdisciplinary and Interagency Teaming		
Organizational Environments for Early Intervention		

survey of exceptionalities, and assessment of the young child. Program requirements did not explicitly address Tennessee state certification requirements in two areas: atypical child development 0-5 and interdisciplinary and interagency teaming.

Georgia State University program requirements were consistent with Georgia state certification requirements and DEC/CEC recommendations in two areas: survey of exceptionalities and families with special needs child. Program requirements did not explicitly address Georgia certification requirements in three areas: child development 0-5, assessment of the young child, and curriculum and methods 3-5.

University of Southwestern Louisiana program requirements were consistent with Louisiana state certification and DEC/CEC recommendations in six areas: historical and philosophical basis for early childhood special education, survey of exceptionalities, families with special needs child, physical, medical and health management, and organizational environments for early intervention. Program requirements did not explicitly address Louisiana state certification requirements in six areas: social and philosophical foundations of education, professional orientation and development, assessment of the young child, curriculum and methods: 0-5,

curriculum and methods: 3-5, interdisciplinary and interagency teaming.

In the Middle States Region the University of Maryland program requirements were consistent with Maryland state requirements and DEC/CEC recommendations in five areas: child development: 0-5, atypical child development: 0-5, families with special needs child, assessment of the young child, and organizational environments for early intervention. Program requirements did not explicitly address Maryland state certification requirements in five areas: life-span, human development and learning, professional orientation and development, historical and philosophical basis for early childhood special education, curriculum and methods: 3-5, environmental and behavior management.

In the Northwest region the University of Idaho program requirements were consistent with Idaho state requirements in three areas which include: families with special needs child, survey of exceptionalities, and curriculum and methods: 3 - 5. Program requirements did not explicitly address Idaho state certification requirements in three areas: child development 0 - 5, atypical child development, and assessment of the young child. Pacific Lutheran University program requirements were consistent with Washington state requirements and DEC/CEC recommendations in four areas which included: historical and

philosophical basis for early childhood special education, survey of exceptionalities, assessment of young child, and curriculum and methods: 3-5. Program requirements address Washington state requirements in all areas. Seattle University program requirements were consistent with Washington state requirements and DEC/CEC recommendations in two areas: curriculum and methods: 3-5 and assessment of the young child. Program requirements did not explicitly address Washington state certification requirements in two areas: historical and philosophical basis for early childhood special education and survey of exceptionalities.

In the Northern Central region, Southern Illinois University program requirements were consistent with Illinois state requirements and DEC/CEC recommendations in the area of curriculum and methods: 0-5. Program requirements did not explicitly address Illinois state certification requirements in five areas: social and philosophical foundations, atypical child development, child development: 0-5, survey of exceptionalities, and families with special needs child. The University of Minnesota program requirements were consistent with Minnesota state certification requirements and DEC/CEC recommendations in four areas: child development: 0-5, assessment of the young child, curriculum and methods 0-5, and curriculum and methods: 3-5. Program requirements did

not explicitly address Minnesota state certification requirements in three areas: atypical child development: 0-5, survey of exceptionalities, and families of special needs child.

In the Northern Central region, Webster University program requirements were consistent with Missouri state requirements and DEC/CEC recommendations in four areas: child development 0-5, families with special needs child, assessment of the young child, and curriculum and methods: 3-5. Program requirements did not explicitly address Missouri state requirements in three areas: survey of exceptionalities, curriculum and methods: 0-5, and physical, medical and health management. Cardinal Stritch College program requirements were consistent with Wisconsin state requirements and DEC/CEC recommendations in four areas: child development: 0-5, assessment of the young child, curriculum and methods: 0-5, curriculum and methods: 3-5. Program requirements did not explicitly address certification requirements in three areas: atypical child development: 0-5, survey of exceptionalities, and families with special needs child.

In the New England region Boston University program requirements were consistent with Massachusetts state requirements in four areas: child development: 0-5, families with special needs child, curriculum and methods: 3-5, and environmental and behavior management. Program

requirements did not explicitly address certification requirements in two areas: atypical child development: 0-5, and organizational environments for early intervention. Tufts University program requirements were consistent with Massachusetts state requirements and DEC/CEC recommendations in three areas: child development: 0-5, families with special needs child, and atypical child development: 0-5. Program requirements did not address Massachusetts state certification requirements in the areas of assessment of the young child and life-span, human development and learning.

Southern Connecticut State University program requirements were consistent with Connecticut state requirements in the area of curriculum and methods: 0-5. Program requirements did not explicitly address certification requirements in three areas: atypical child development: 0-5, assessment of the young child, and curriculum and methods: 0-5.

The analysis of the correspondence among preparation program requirements, certification regulations and DEC/CEC recommendations indicates that, overall, the college and university program requirements appear to be less extensive than either state certification regulations or DEC/CEC recommendations. On the average state certification addresses

6.5 of the 15 (43%) DEC/CEC recommendations. College and university teacher preparation programs address 3.6 of the 15 (24%) DEC/CEC recommendations. On the average state certification and college and university teacher preparation program requirements are consistent in addressing only 2.8 of the 15 (19%) DEC/CEC recommendations.

Summary

Overall the results indicate a marked increase in the number of states requiring certification in early childhood special education and in the number of college and university preparation programs since the passage of P.L. 99-457 in 1986. The number of states issuing certification to early childhood special educators has grown from 19 in 1991 (37%) (Bruder, Klosowski & Daguio, 1991) to the 37 (71%) identified in this study. This indicates an increase of 18 additional states requiring certification as the nation proceeds into full service mandates under Part B requirements and the fourth and fifth years of implementation of Part H services for infants and toddlers. The extension of Part B mandates that states implement programs for 3 year old children with disabilities by 1991.

This increase is also shown in the college and university teacher preparation programs. Four states currently have no college or university teacher preparation programs in early

childhood special education. Forty-seven states have one or more teacher preparation programs in ECSE. More specifically 17 states have only one teacher preparation program and 30 states have more than one preparation program. Over half of the programs studied (62%) were initiated ten or more years ago but have been revised within the last five years since the passage of P. L. 99-457. Six (25%) of the 24 studied of the programs were started within the last 5 years. This study indicates growth in both state certification and teacher preparation programs to prepare educators to work with this young population. As the nation proceeds in implementing the preschool mandate and moves toward the fifth year of services of Part H for infants and toddlers with disabilities, this growth is crucial to the success of newly developed infant and toddler programs.

The analysis of correspondence among teacher preparation programs and state certification requirements indicates that about half of the training programs are requiring 50% or more of the state certification requirements. Only one of the training programs indicated 100% correspondence with state certification requirements. Two teacher preparation programs required only 25% or less of the state certification requirements. Teacher preparation program requirements

appear to be less extensive than either state certification regulations or DEC/CEC recommendations.

Chapter 5

This chapter provides an overview of the study along with a discussion of the findings, limitations of the study, and recommendations for future research.

Overview of the Study

Review of the literature indicates that the field of early intervention has grown significantly over the past two decades. Although nationally early intervention programs have grown from a few isolated programs in the early 1970s to the current network of federally, state, and locally supported programs for children with disabilities from birth - 5 years of age, the literature review reveals that a great discrepancy still exists between the state-mandated services and the availability of preparation programs for personnel. There is an obvious need to close the gap that currently exists between mandated services, state certification requirements, and available preservice preparation programs for teachers of preschool children with disabilities. The review of the literature reveals an effort to increase services to children with disabilities and their families; however, there appears to be a lack of emphasis on quality preparation of personnel despite federal language that requires a comprehensive system of personnel development (CSPD) for individuals working with young children with disabilities.

The purpose of this study was to investigate the relationship between competencies recommended by the Division of Early Childhood of the Council for Exceptional Children (DEC/CEC), state requirements for teacher certification, and college and university personnel preparation program requirements for educators working with children with disabilities from birth - 5 years of age. The specific objectives of the study were: (a) to describe the current status of state certification requirements for teachers of children with disabilities from birth - 5 years of age, (b) to determine how college and university teacher preparation programs have responded to the need for more education personnel in early intervention, and (c) to investigate the extent to which the content of current teacher preparation programs corresponds to competencies recommended by DEC/CEC and state certification requirements.

Discussion of the Findings

What follows is a discussion of major findings related to the status of certification requirements, the status of teacher preparation programs, and the extent of the correspondence among DEC/CEC recommendations, state certification, and teacher preparation program requirements.

Status of certification requirements. The analysis of the data collected relative to the current status of state

certification requirements for teachers of children with disabilities from birth - 5 years of age indicates continued increase in the number of states requiring certification. The results of this study indicate that of the 51 respondents (50 states and the District of Columbia) 37 (71%) reported they have certification standards in place specifically for all or part of the birth - 5 age range. Five of the 51 states have certification for the birth - 21 age range and were not included in this count because this certification was not specific to early childhood special education. This increase to 37 states shows a substantial growth from the most recent study conducted in the spring of 1989 and published in 1991 (Bruder, Klosowski, & Daguio, 1991) which reported 19 (37%) states with certification standards in place. The number of states with certification standards for early childhood special educators nearly doubled in a year and a half. Of the nine states that have neither birth - 5 nor birth - 2 certification requirements in place, seven indicate that they are currently in the process of developing certification standards, and the remaining two have no plans to develop certification standards. In summary, all but two states either have or are in the process of developing certification requirements for educators who work with young children with disabilities.

Meisels, Harbin, Modigliani, and Olson (1988) in their discussion of personnel shortages and personnel preparation programs attributed the alarmingly low number of trained personnel available to the lack of specific certification standards. The lack of state certification was one of the obstacles to the development of preparation programs noted by the college and university respondents in this study. These respondents indicated that they have had difficulty obtaining approval for new programs. Thus they may have difficulty enrolling students because there will be no teaching certificate available to students upon completion of the program. Since this study indicates that the number of states with certification standards has doubled in the past year and a half, the impact on the number of trained personnel available should also increase. This doubling probably reflects the fact that all states continue to be receiving federal Part H dollars and have begun to address personnel develop systems according to the required timelines.

In all of the 42 states that currently have certification standards (37 with explicit early childhood and five with birth to 21 years of age) the department of education issues this certification. This was true even though the department of education is the lead agency for Part H in only 14 (27%) states. This is not surprising since the federal Part H requirement for

personnel standards is that states must establish requirements at the highest standard for each discipline identified. Since the department of education has traditionally established the standard for special education, they seem to be taking the lead in certifying teachers to work with children with disabilities from birth - 5 regardless of where implementation responsibilities are housed. Of the 42 states that require certification, the majority (71%) of the certifications are based on a combination of competencies, coursework, and degree-based requirements. Again this reflects the approach to teacher certification in other areas.

As part of state certification, some states require an exam. In their 1991 study (data collected in 1989), Bruder, Klosowski and Daguio found that the majority of the states surveyed do not require a national or state exam as part of state certification requirements for early childhood special education. The results of the present study indicate that, of the 42 states surveyed that have certification requirements, 18 (44%) still do not require an exam. While there have been changes in the number of preparation programs available and the coursework requirements, the exam requirement component of certification has not changed significantly. The literature does not necessarily comment on the need for an examination for teacher certification.

Of the nine states that have no certification requirements, the majority of those states indicated that it is left up to individual infant intervention programs to decide the qualifications of the educators they hire to work with children with disabilities from birth - 5 years of age. The qualifications indicated by respondents in this study include a degree in special education and/or early childhood education, endorsement in special education and/or early childhood education, experience in special education and/or pediatrics, or basic teacher certification. This suggest great variation in the preparation and experience of personnel. Until these states have certification requirements in place, personnel with varying backgrounds and experience will continue to be employed to work with young children with disabilities.

Status of teacher preparation programs. The results of this study indicate that 47 states currently have at least one teacher preparation program in place. The majority (62%) of the college and university programs reviewed for this study were initiated 10 or more years ago, and all of these were revised within the last 5 years since the 1986 passage of P. L. 99-457. This suggests that the programs are being revised to stay abreast of current mandates and best practices in this new and developing area of educating young children with disabilities. Twenty-five percent of the programs were

developed within the last five years which indicates that the college and university teacher preparation programs are also responding to the need for additional personnel in this field.

The program change indicated most often (29%) by the college and university preparation programs was to focus more on integration. Strategies included training teachers majoring in early childhood education and those majoring in early childhood special education within the same program so that the graduates are dually certified. Twenty-five percent of the college and university preparation programs indicated that their revisions have focused on adding coursework in collaboration, teaming, and/or interdisciplinary studies. Another 25% of the college and university teacher preparation programs increased the fieldwork experience. These changes suggest that college and university preparation programs are responding to the current trends in teacher education and special education in general, as well as to the latest research and recommendations specific to working with the population of infants, toddlers, and young children with disabilities.

Forty-three percent of the college and university preparation programs are offered at the masters degree level. This would seem to enable adequate time in the program of studies to acquire the 15 recommended competencies of DEC/CEC. In contrast, eighteen percent of the programs are

offered in a two year, associate degree program. There might be a question whether training at this level can obtain the competencies with adequate depth.

The majority (58%) of the college and university preparation programs indicated that the DEC/CEC recommendations were used to develop or revise their curriculum. It appears that they used the DEC/CEC recommendations more as guidelines than as the minimum level of beginning and continuing professional competence within the field of early childhood special education, which was the intent of DEC/CEC. According to the rating procedures established by this study, it appears that on average, 6.8 (45%) of the 15 DEC/CEC recommendations were required for a degree in early childhood special education across all of the college and university preparation programs reviewed for this study.

The majority (60%) of the programs reviewed for this study indicated that they did not rely on outside funding for support of their programs. While some (32%) indicated that they receive funding from federal personnel preparation grants, others indicated that they had "start up" federal and state grant money that they no longer receive.

This study indicates that the number of college and university preparation programs is growing and that revisions are being made to existing preparation programs. The question

still remains as to whether these newly trained teachers have the appropriate skills needed to serve young children with disabilities and their families. DEC/CEC, the most recognized professional group in the field of early childhood special education, recommended 15 competencies for an early childhood special educator. There is a need to determine the degree to which this apparent lack of congruence is accurate and to further study the implications for having adequately prepared personnel.

While 37 states reported having certification requirements, specific to birth - 5, 47 of the states surveyed were found to have at least one training program in place. These findings are consistent with the 1977 prediction of Hirshoren and Umansky that the gaps between the number of states with certification in early childhood special education and the number of colleges and universities within these states with teacher preparation programs would close as programs for infants and toddlers with disabilities became more prevalent in response to the law.

In 1988, McCollum and Thorp concluded from their study that many service providers had little training or orientation to their unique roles since the mandates and guidelines had preceded professional training. This study suggested that this problem will be somewhat alleviated, since there are now more

states with preparation programs than there are states with certification requirements.

This study is also consistent with Bailey's 1990 study which emphasized the college and university's growth or plans for growth in the area of early childhood special education related to the new legislation. This study found the most common requirement of the college and university preparation programs to be assessment, with 83% of those surveyed listing this as a requirement. McCollum (1987) also found that coursework in assessment received an emphasis in the majority of early childhood special education preparation programs surveyed. This finding has proven consistent over the years; Stayton and Johnson (1990), for example, reported 93% of the programs they surveyed having a separate course specific to assessment.

Correspondence among DEC/CEC recommendations, state certification, and teacher preparation program requirements. This study used a rating of written material including competency lists, catalog descriptions or course syllabi to determine the congruence between teacher preparation programs, state certification, and DEC/CEC standards. The analysis of the data collected indicated that overall there may be little correspondence. According to the method used data from the 12 states investigated suggested

that an average of 6.7 (45%) of the 15 competencies recommended by DEC/CEC. Data from the 15 college and universities indicated that they require an average of 6.8 (45%) of their particular state's requirements for certification.

State certification requirements correspond to DEC/CEC recommendations most often (51%) in the area of curriculum and methods for teaching children with disabilities from 3-5 years of age. The second highest (45%) area of correspondence indicated by this study was assessment. The areas of least correspondence were lifespan human development and learning theory, and organizational environments for early intervention.

Of the personnel preparation programs surveyed, requirements correspond to recommendations of DEC/CEC most often (67%) in the areas of child development and assessment. Fifty-eight percent of the programs require coursework or competencies in curriculum and methods for working with children with disabilities from 3 - 5 years of age. There appears to be a discrepancy in coursework or competency emphasis of the state certification departments and the college and university preparation programs. The area of least correspondence was consistent with state certification requirements in that few states or college and university

preparation programs require life-span human development and learning.

Of the college and university programs within states with certification requirements reviewed in this study, one college and university preparation programs corresponded 100% with that state's certification requirements. That particular state and university however, required only 4 of the 15 DEC/CEC recommendations. Eleven college and university preparation programs explicitly address 50% or more of their particular states' certification requirements.

The analysis of the correspondence among preparation program requirements, certification requirements and DEC/CEC recommendations indicates that, overall, the college and university preparation program requirements appear to be equally extensive, in terms of numbers of competencies addressed, as state certification requirements; however, both college and university preparation program requirements and state certification requirements appear to be less extensive than DEC/CEC recommendations. On the average, state certification requirements address 6.7 (45%) of the 15 DEC/CEC recommendations. College and university teacher preparation programs address 6.8 (45%) of the 15 DEC/CEC recommendations. On the average, state certification requirements and college and university preparation program

requirements are consistent in addressing only 3.4 of the 15 (23%) DEC/CEC recommendations because states and preparation programs are requiring different DEC/CEC competencies. It is not clear how programs meet state certification requirements when external inspection does not reveal close correspondence. For this study, the analysis of data indicating the lack of correspondence was dependent upon interpretation of the written documents provided by the state certification departments and college and university teacher preparation programs and may not reveal the more specific information actually addressed in programs. This would seem to be a logical explanation since many states have an approval process in which university programs must meet or exceed state certification requirements where they exist.

Many states indicate a conflict over mandating requirements for the quality of personnel and the fear of making the requirements so confining that it will be impossible to obtain an adequate number of appropriately trained and certified personnel to work with children with disabilities from birth-5 years of age. A number of states also indicated the need to make the requirements obtainable by practicing personnel in the field. Many states have found that the personnel currently in the position of educators in infant and/or preschool programs for children with disabilities do not

have the formal educational background, but do have a great deal of experience. Respondents indicated that, taking this into consideration, they have had to be creative in developing inservice training including conferences and workshops for college credits so that this group can continue working while obtaining the credits for certification to satisfy state requirements.

Limitations of the Study

There were several problems and limitations that were encountered in the process of implementing this research study which should be considered when interpreting these data. The major limitation of this study was its dependence on interpretation of the written data provided by the state certification offices and university teacher preparation programs. The researcher analyzed course syllabi, program descriptions, and/or requirements or program competencies provided by university teacher preparation programs and state certification departments. Some of the data provided may not have been as detailed as the actual information covered in programs. Some college and universities provided only the course titles with a brief description of the requirements. Due to the reliance on explicit written descriptions, the reported correspondence with DEC/CEC recommendations is likely to represent a conservative interpretation.

Secondly, the data collected from state certification departments and personnel preparation programs also required interpretation to sort the data into the 15 DEC/CEC recommended competencies. The reliability of the data sorting was another limitation of this study. This problem was addressed by having a second person interpret the data and sort the competencies and course requirements into the 15 DEC/CEC categories. This resorting resulted in 96% agreement in state certification requirements and 93% agreement in college and university competencies and/or coursework requirements. Furthermore, the sorting process allowed for courses and requirements to be considered in more than one category; however, there was no provision for additive or collective judgements. For example there was no attempt to aggregate multiple courses or competencies to satisfy a single DEC/CEC recommendation. It is likely that state and program requirements address more of the DEC/CEC recommendations but cover the competencies through a combination of courses and experiences.

Another limitation of the study resulted from the fact that college and universities were stratified and randomly selected to obtain a representative number from each of the six accreditation regions in the United States. Some states in which selected college and universities were located did not have

certification standards in place, thus reducing the number of programs within states with state certification requirements to be analyzed for the study. This problem resulted in 15 colleges and universities within 12 states being represented for the three-way analysis phase of this study. The original intent of the study was to analyze 24 teacher preparation programs. A remedy for this problem would be to have a second stratification of the college and university teacher preparation programs. This would allow the researcher to group the states by regions and then select the college and university programs from the states that were known to have certification standards in place. This information was not available prior to this study. As a result of this study, however, it may now be taken into account for future research.

Another limitation of this study was the fact that the portion of the law that includes programs for children with disabilities from 3 - 5 years of age is governed by Part B of P.L. 101-476 and departments of education, whereas the portion of the law that includes programs for the birth - 3 year old population of children with disabilities is frequently governed by a separate agency or another office within the department of education. This caused difficulty in data collection and organization. Future researchers in this field of study might address this problem by narrowing the focus of the study to

include either the birth - 3 or 3 - 5 year old population. This was not done in this study because the researcher was using the DEC/CEC recommendations as guidelines for the investigation, and these recommendations include the birth - 5 year old population of children with disabilities.

Implications and Recommendations for Future Research

The findings derived from the study show a great deal of growth in the field of early childhood special education within the past five years as the nation moves toward full implementation of services for infants and toddlers with disabilities. Although there has been substantial progress, this study indicates that there may still be significant gaps between standards of best practice for personnel preparation and the actual preparation that is accruing. There are several actions which might be initiated in each state to begin to address this gap.

If the perceived lack of correspondence is accurate it may suggest that there is a lack of coordinated effort between state departments of education and college and university preparation program developers to establish consistency with regard to the skills needed to work with young children with disabilities. The federal legislation for Part H requires that each state have a comprehensive system of personnel

development (CSPD). This personnel development system must provide a framework for preservice and inservice training to be conducted on an interdisciplinary basis, provide training to a variety of personnel, including ensuring that the training provided relates specifically to meeting interrelated psychological, health, developmental and educational needs of eligible children, and provide for the dissemination and adoption of best practices. Since all states are required to develop CSPD's, there is a need for studying the status of state CSPD processes relating specifically to early childhood special education. Future research might focus on the functioning of state CSPD planning efforts.

It is well documented that there currently exists shortages of adequately trained educators to work with children with disabilities from birth - 5 years of age. While this study shows a great deal of growth and progress to prepare educators to work with this population, it also suggests a lack of congruence between the competencies the experts (DEC/CEC) are recommending for an early childhood special educator, what states are requiring, and what the preparation programs are requiring for a degree in this field. If the lack of correspondence is accurate this implies that preparation program developers may not be looking at the state requirements or the professional (DEC/CEC) recommendations

as they develop teacher preparation curriculum. This also implies that current graduates may not have desired skills and coursework and/or competencies to achieve their state certification.

A recommendation for future research is to separate the data collected for this study into two categories including programs and certification for working with the birth - 2 age range and those for working with 3 - 5 age range. This separation of the data will allow for more detailed analysis and comparisons. This research is planned as a continuation of this study. It may also be useful to conduct separate analysis of course based and competency based certification and program requirements. Data from this study could also be analyzed in other ways for example they could be clustered or resorted as emergent categories rather than using the DEC/CEC predetermined categories as this study did.

The DEC/CEC recommendations were proposed as a minimum level of beginning and continuing professional competence within the discipline of early childhood special education (McCollum, McLean, McCartan, & Kaiser, 1989). The 15 recommended competencies are proposed by DEC/CEC for a beginning professional certification in early childhood special education which should be contingent upon graduation from a "program that includes these minimum content areas"

(McCollum et al., 1989). The apparent discrepancy between the professional recommendations and current practices in the field needs further investigation. Perhaps the DEC/CEC recommendations might be subjected to more broad-based empirical validation to ensure that they represent the field's concept of competence. Such efforts might also clarify the level of intensity at which competencies must be addressed. Are beginning early childhood special educators prepared by college and universities and certified by their states performing as competent entry-level professionals? Are staff development programs closing the gap between actual preparation and desired competence? These questions will be critical to effective personnel planning for educators working with young children with disabilities.

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Appendices

Appendix A

Telephone Introduction to the Survey

Hello, my name is Lisa G. Fore and I am a doctoral candidate at the College of William and Mary In Virginia. I am currently collecting data for my dissertation study which involves looking at state certification requirements and college and university preservice training programs for educators working with children with disabilities from birth - 5 years of age. I would like to have 10 - 15 minutes of your time to ask you a few survey questions for the study. Do you have time to answer the questions now or is there another time that would be better for me to call back?

Appendix B
Part H Coordinator Survey

Person interviewed: _____

Title: _____

State: _____

Date: _____ Time: _____

1. Is there licensure or certification for educators who work with children with disabilities from birth - 5 years of age in your state at this time?
Yes _____ If yes, go to items 2-5.
No _____ If no, go to items 6-8.

2. What agency licences or certifies educators to work with the children with disabilities from birth - 5 years of age in your state?
A. State Department of Education _____
B. Department of Mental Health _____
C. Other (specify) _____

3. What type of certification exists in your state?
A. Competency-based _____
B. Coursework-based _____
C. Degree-based _____
D. Combination of A,B, and/or C _____ (please specify)

4. On what is the certification based?
Degrees
A. Degree
(1) Special Education _____
(2) Early Childhood Education _____

(3) other (specify) _____

B. Endorsement in related field

(1) Special Education _____

(2) Early Childhood Education _____

(3) Other _____

C. Experience

(1) Special Education _____

(2) Early Childhood Education _____

(3) other (specify) _____

5. Is there a required exam for licensure or certification for educators who work with children with disabilities from birth - 5 years of age?

Yes _____ Name of exam _____

No _____

6. If there is no certification, what standards are used to assess qualifications of applicants to work with children with disabilities from birth - 5 years of age?

7. If there is no certification, are you aware of plans within your state to develop certification standards for educators who work with children with disabilities from birth - 5 years of age?

Yes _____ explain

No _____

8. Are there perservice preparation programs for infant interventionists within your state?

Yes _____

No _____

If yes, please identify the colleges and universities offering these programs

Appendix C
Department of Education Survey

Person interviewed: _____

Title: _____

State: _____

Date: _____ Time: _____

1. Are there certification standards for educators (infant interventionist, special educators, etc.) who work with children with disabilities from birth-5 years of age within your state?

Yes _____

No _____

2. If yes, what agency regulates this certification?

3. If the answer to question #1 is yes, please forward a copy of the standards.

4. If no, are such standards in the process of being developed?

Yes _____

No _____

5. If there is no certification, how are the qualifications of applicants to work with children with disabilities from birth - 5 established?

A. Degree

- (1) Special Education _____
- (2) Early Childhood Education _____
- (3) other (specify) _____

B. Endorsement in related field

- (1) Special Education _____
- (2) Early Childhood Education _____
- (3) Other _____

C. Experience

- (1) Special Education _____
- (2) Early Childhood Education _____
- (3) other (specify) _____

Appendix D
College and University Survey

Person interviewed: _____

Title: _____

State: _____ College/University: _____

Date: _____ Time: _____

1. Does your college/ university offer a preservice training program for educators in early intervention for students at-risk or with disabilities? (i.e., early interventionist, early childhood educators)
 Yes _____ If yes, please send a written description of your program objectives , course requirements and other requirements.)
 No _____
2. Is there a statement of program objectives? If yes, please send a copy of program objectives and course requirements or note the catalog page on which they may be found. _____
3. At what degree level is the program?
 Graduate _____
 Undergraduate _____
 Masters _____
 Specialist _____
 Doctoral _____
4. On what age group does the program focus?
 birth to 5 yrs _____ 2 to 5 yrs _____
 birth to 2 yrs _____ other (specify) _____
5. When was the program originally initiated?

 (year)

6. When was the program most recently revised?

(year)

7. What major changes in focus or content of the program were made at that time

8. Does the program require fieldwork?

Yes _____ How many clock hours? _____ Credit hours?

How many days? _____ Weeks? _____

No _____

9. Were any standards or guidelines of professional associations used to develop the curriculum?

Yes _____

No _____

If yes, please identify

10. Do you have external funding providing any support for the program?

Yes _____

No _____

If yes, identify sources (include all sources of funds).

Federal personnel preparation grant _____

State Department of Education grant _____

Foundation grants _____

Other _____

11. May I call you again if I find I need further information?

Yes _____

No _____

Best number at which to reach you? _____

Best times to call? _____

Appendix E

DEC Recommendations for Certification of Early Childhood Special Educators

1. Educational Foundations
 - 1.1 Social and Philosophical Foundations
 - 1.1.1 Historical and current developments and issues in public education
 - 1.1.2 Philosophical base of public education in modern America
 - 1.1.3 Variations in beliefs, traditions, and values across cultures within American society and the effect of the relationships between child, family, and schooling
 - 1.1.4 Issues in rural and urban education settings
 - 1.2 Life-span Human Development and Learning
 - 1.2.1 Principles and theories of human development
 - 1.2.2 Theories of learning and their logical and empirical foundations
 - 1.3 Professional Orientation and Development
 - 1.3.1 Strategies that support self-worth and development of others
 - 1.3.2 Self-reflection and experience building with regard to own professional development
 - 1.3.3 Strategies of problem solving and decision making
 - 1.3.4 Proficiency in oral and written communication
 - 1.3.5 Adherence to professional ethics and standards
 - 1.3.6 Participation in professional organizations
 - 1.3.7 Critical consumption and application of professional literature
2. Foundations of Early Childhood Special Education
 - 2.1 Historical and Philosophical Basis of Early Childhood Special Education
 - 2.1.1 History of services to young children with disabilities and young children at risk for the

- development of disabilities and delays
- 2.1.2 Typical remedial and preventive approaches utilized in early intervention
- 2.1.3 Philosophical basis for the emergence of the field of early childhood education, child development, and related fields.
- 2.1.4 Characteristics of the field of early childhood special education including goals, populations served, emphases in design of service delivery (cross-categorical/ noncategorical; family focus; interdisciplinary/ transdisciplinary; services in normal environments)
- 2.1.5 Legal basis of early childhood special education, including supporting federal and state legislation and litigation
- 2.1.6 Ethical and policy issues related to educational, social service, and medical intervention with young children and their families
- 2.2 Child Development from Birth - 5
 - 2.2.1 Theories of child development, including theories of organization of development across domains as well as interactions between biology and environment
 - 2.2.2 Mutual influences between community, culture, family and child development
 - 2.2.3 Characteristics of social contexts influencing development and learning
 - 2.2.4 Characteristics of physical contexts influencing development and learning
 - 2.2.5 Prenatal development and birth
 - 2.2.6 Sequences, characteristics, and interrelationships in development across domains, including attachment and socioemotional development, sensory perceptual and motor development, development of knowledge and understanding, development of communication and language
 - 2.2.7 Play and its role in development, including social and object play
- 2.3 Atypical Child Development from Birth - 5

- 2.3.1 Theoretical and research models regarding interactions between, abilities, risk factors, environments, and development
 - 2.3.2 Biological factors that place the young child at risk for abnormal development, including prematurity, various teratogens, birth trauma
 - 2.3.3 Environmental factors that place the young child at risk for abnormal development, including disorders of attachment and impoverished environments
 - 2.3.4 Potential impacts of general and specific disabilities, delays, or risk factors on parent-child interactions and on different, sensory perceptual and motor development, development of knowledge and understanding, development of communication and language
 - 2.3.5 Medical conditions that place the young child at risk for abnormal development, including chronic illness, technological dependency
 - 2.3.6 Etiology and symptomatology of common developmental disabilities or conditions in young children and their developmental impact, including disorders of central and peripheral nervous system; bones, muscles, and joints; metabolism and gastrointestinal tract; heart, lungs, and circulation; sensory systems
3. Methods in Early Childhood Education
- 3.1 Families of Young Children with Special Needs
 - 3.1.1 Theories and models for understanding family systems and family development
 - 3.1.2 Issues faced by families of young children with special needs
 - 3.1.3 Diversity in families
 - 3.1.4 A social systems perspective and its application to early intervention
 - 3.1.5 Providing a family-focused approach to early intervention that supports and fosters confidence and competence in families
 - 3.1.6 Assisting families in identifying their strengths,

- resources, and needs in relation to their child.
- 3.1.7 Building respectful and beneficial relationships between families and professionals
- 3.1.8 Options for service for families, including information, support, referral, and training
- 3.1.9 Development of family service plan integrating identified child and family goals with resources and service options
- 3.1.10 Evaluation of services to families
- 3.2 Assessment of the Young Child
 - 3.2.1 Functions of various assessment activities in ECSE including child find, screening, diagnostic assessment, educational assessment, and monitoring progress in intervention
 - 3.2.2 Options for data collection appropriate to different assessment function, including open and focused observation, criterion-referenced tests, criterion referenced checklists, and ordinal scales
 - 3.2.3 Central roles of families in assessing young children
 - 3.2.4 Limitations to administration and interpretation of assessments as applied to young children with special needs
 - 3.2.5 Alternative approaches to designing data collection systems to collect developmental and behavioral information on young children, including family-based assessment and transdisciplinary assessment
 - 3.2.6 Overview of typical norm-referenced, criterion referenced, and ordinal measures utilized in early intervention settings for various functions (screening, diagnosis, instructional planning)
 - 3.2.7 Approaches for observing child/environment interactions, including play environments and daily routines
 - 3.2.8 Approaches for observing child/other interactions, including parent/infant and child/child interactions

- 3.2.9 Assessment adaptations necessary for specific sensory and motor impairments
- 3.2.10 Administration and interpretation of at least one instrument in each of several types of approaches to data collection (screening instrument, developmental assessment, informant interview, behavior rating, parent-child interaction scale, play observation)
- 3.2.11 Design assessment battery and process for purpose of collecting information for decision making and instructional planning
- 3.2.12 Summarize and integrate assessment information into implications and recommendations for content and process of intervention
- 3.3 Curriculum/Methods: Birth - 2 Years
 - 3.3.1 Overview of models of early intervention with varying philosophical bases, including assumptions about development and learning, goals, methods and applicability, and relevance for infants/toddlers with special needs
 - 3.3.2 Overview of varying options service delivery including options for where services occur, who delivers services, the primary recipient of services, changes in services with development
 - 3.3.3 IFSP development in partnership with family members, incorporating both child and family goals and approaches
 - 3.3.4 Supporting and facilitating family/child interactions as primary contexts for learning and development in infants/toddlers
 - 3.3.5 Characteristics of environments (home and group) and instructional strategies that facilitate development, learning, and independence in infants/toddlers
 - 3.3.6 Scope and sequence of developmental intervention curricula for infants and toddlers across all areas of development and learning including language/communication, sensorimotor,

- cognitive, emotional, social and motor
- 3.3.7 Scope and sequences of intervention curricula and methods for infants/toddlers with specific disabilities including motor, sensory, health, emotional, and mental impairments
- 3.3.8 Methods for providing individual and group intervention through a variety of formats including play, environmental routines, parent mediated activities, and systematic instruction situations relevant for infant/toddlers, including methods for language development
- 3.3.9 Integrating knowledge and strategies from multiple disciplines in design and implementation of structured intervention activities
- 3.3.10 Effective methods for monitoring, summarizing, and evaluation the acquisition of child and family outcomes as outlined on the IFSP
- 3.4 Curriculum/Methods: 3-5 Years
 - 3.4.1 Overview of models of early intervention with varying philosophical bases, including assumptions about development and learning, goals, methods and applicability, and relevance for preschoolers with special needs
 - 3.4.2 Overview of varying options service delivery including options for where services occur, who delivers services, the primary receipt of services, changes in services with development
 - 3.4.3 IEP development in partnership with family members, incorporating both child and family goals and approaches
 - 3.4.4 Supporting and facilitating family/child interactions as primary contexts for learning and development in preschoolers
 - 3.4.5 Characteristics of environments (home and group) and instructional strategies that facilitate development, learning, and independence in preschoolers
 - 3.4.6 Scope and sequence of development intervention

- curricula for preschoolers across all areas of development and learning including language/communication, sensorimotor, cognitive, emotional, social and motor
 - 3.4.7 Scope and sequence of intervention curricula and methods for preschoolers with specific disabilities including motor, sensory, health, emotional, and mental impairments
 - 3.4.8 Methods for providing individual and group intervention through a variety of formats including play, environmental routines, parent-mediated activities, and systematic instruction situations relevant for preschoolers, including methods for language/communication, sensorimotor, cognitive, emotional, social, and motor development
 - 3.4.9 Integrating knowledge and strategies from multiple disciplines in design and implementation of structured and unstructured intervention activities
 - 3.4.10 Effective methods for monitoring, summarizing, and evaluating the acquisition of child and family outcomes as outlined on the IEP
- 3.5 Physical and Medical Management, including Health Management
 - 3.5.1 Interpretation of medical histories and reports concerning young at-risk or handicapped children
 - 3.5.2 Health and safety procedures in home and group settings
 - 3.5.3 Aspects of medical care of premature and low birth weight babies including methods for maintaining technology-dependent young children
 - 3.5.4 Nutrition and feeding needs specific to populations of young children with physical impairments
 - 3.5.5 Adaptive equipment and prosthetic devices
 - 3.5.6 Positioning and handling the young child with physical impairments
 - 3.5.7 Preparation of child for motor activities by increasing or decreasing tone

- 3.6 Environmental and Behavioral Management
 - 3.6.1 Principles and behavior support and management appropriate for young children
 - 3.6.2 Effective use of space, time, peers, materials, and adults in maximizing child progress in group and home settings
 - 3.6.3 Effective use of strategies that maximize self-management of behavior and promotion of health independence in children
 - 3.6.4 Strategies for the reduction of inappropriate behavior and the increase of appropriate behavior through the manipulation of antecedent and consequent conditions
- 3.7 Interdisciplinary and Interagency Teaming
 - 3.7.1 Parents as coequals on early intervention teams
 - 3.7.2 Professional roles on early intervention teams, including medical, social service, and educational roles
 - 3.7.3 Models of and issues in service delivery in medical, social service and educational settings
 - 3.7.4 Functions of early intervention teams as determined by mandates and service delivery needs of children/families
 - 3.7.5 Models of multidisciplinary, interdisciplinary, and transdisciplinary team process as applied within and between service settings
 - 3.7.6 Roles of team members in interdisciplinary/transdisciplinary settings, including sharing consultation, joint goal setting, and planning
 - 3.7.7 Structures supporting interagency collaboration including interagency agreements, referral, consultation
 - 3.7.8 Role of the case manager in early intervention
 - 3.7.9 Strategies for team building
 - 3.7.10 Dynamics of team roles, interaction, communication, problem solving, and conflict resolution
 - 3.7.11 Evaluation and design of processes and strategies

supporting transition between hospital,
infant/toddler, preschool, and primary programs

3.8 Organizational Environments for Early Intervention

3.8.1 Supervision and consultation with other adults

3.8.2 Issues and procedures in confidentiality

3.8.3 Reporting requirements and record keeping

**3.8.4 Evaluation of early intervention programs in
relations to quality standards**

**3.8.5 Federal, state, and local funding sources and
requirements**

**3.8.6 Issues and strategies unique to specific
geographical areas including inner city and rural**

3.8.7 Strategies for fostering professionalism

Appendix F

Coding System for State Certification to DEC categories

- I. DEC standard - Social and Philosophical Foundations
 - 1. Examples
 - A. Knowledge of regular education foundations
 - B. Social and philosophical foundations
 - C. Study of the school
 - 2. Non-Examples
 - A. Issues and trends in early childhood education
 - B. Foundations of early childhood special education
 - C. Knowledge of Special Education Foundations
 - D. Foundations and professionalism in early childhood special education
- II. DEC standard - Life-span Human Development and Learning
 - 1. Examples
 - A. Human growth and development emphasizing normal growth and development patterns
 - B. Knowledge of human development and learning
 - C. Principles of learning
 - D. Theoretical foundations including an understanding of human growth and development including typical and atypical development, stages from conception to death, learning and teaching theories, knowledge of handicapping conditions and their educational implications
 - 2. Non-Examples
 - A. Psychological and physiological development of all preschool children
 - B. Theories of learning; theories of language acquisition, the normal sequence of language development and the effect of language disorders on learning
- III. Professional Orientation and Development
 - 1. Examples
 - A. Maintaining personal and professional growth and

development

B. Professional orientation and development

2. Non-Examples

A. Knowledge of the principles related to development of cooperative and supportive relationships with colleagues

IV. Historical and Philosophical Basis of Early Childhood

Special education

1. Examples

A. Knowledge of legal requirements, state and local policies, resources, financing, organization, and evaluation of special education

B. Organizational, historical and legal factors of special education

C. Knowledge of special education foundations

2. Non-Examples

A. Social and philosophical foundations

B. Study of the school

V. Child Development from Birth - 5

1. Examples

A. Psychological and physiological development of all preschool children

B. Psycho-educational theory and development of handicapped children

C. Motor, communication and cognitive development

2. Non-Examples

A. Language acquisition and development

B. Language development and disorders

C. Communication development and information on alternative communication systems for special education children

VI. Atypical Child Development from Birth - 5

1. Examples

A. Characteristics and the educational, social and emotional significance of developmental deviations and special needs

B. Atypical child development

C. Normal or atypical child development

D. Child development and health practices (atypical child)

2. Non-Examples

A. Psychological and physiological development of all preschool children

B. Communication development and information on alternative communication systems for special education children

VII. Survey of Exceptionalities

1. Examples

A. Knowledge of the characteristics of major handicapping conditions and of etiology, diagnosis, and intervention techniques

B. Early childhood education for the handicapped-introductory course or characteristics of preschool handicapped children

C. Introduction to exceptional children

2. Non-Examples

A. Child development and health practices - atypical child

B. Characteristics and the educational, social and emotional significance of developmental deviations and special needs

VIII. Families of Young Children with Special Needs

1. Examples

A. Parent, school, child dynamics

B. Methods of supporting and assisting families with children who have special need

C. Parenting and family dynamics

2. Non-Examples

A. Communication/consultation - working with parents, professional, agencies, students and other persons or groups

B. Communication skills emphasizing human relations, parent counseling, parent conferencing and communications

IX. Assessment of the Young Child

1. Examples

- A. Identification and educational application of assessment
 - B. Student assessment and evaluation
 - C. Ability to apply and report the results of pre-instructional assessment procedures
- 2. Non-Examples
 - A. Ability to use the results of various evaluative procedures to assess the effectiveness of instruction
- X. Curriculum/Methods: Birth - 2 years
 - 1. Examples
 - A. Organization and management of instruction, consisting of planning, implementing and evaluating education programs for infants, and toddlers with normal develop and children with handicapping conditions in one-to-one and group situations.
 - B. Competencies in methodology, techniques of instruction, development and implementation of specific curriculum as related to early intervention
 - 2. Non-Examples
 - A. Preschool programming for exceptional children
 - B. Competence in designing, implementing, and monitoring individual educational programs
- XI. Curriculum/Methods 3-5 Years
 - 1. Examples
 - A. Competence in applying principles of learning and child development to curriculum development and behavior management
 - B. The subject matter of early childhood education
 - 2. Non-Examples
 - A. Early childhood reading
 - B. Creative arts
 - C. Language arts at the elementary level and literature for children
- XII. Physical and Medical Management, including Health Management
 - 1. Examples
 - A. Knowledge of medical aspects of handicapping condition and the role of health professionals in the

- lives of handicapped individuals
 - B. Medical diagnosis, classification and management of children who have disabilities
 - C. Cardiopulmonary resuscitation and first-aid training
- 2. Non-Examples
 - A. Health, nutrition and safety of the young child
 - B. Nutrition - basic nutrition
- XIII. Environmental and Behavior Management
 - 1. Examples
 - A. Classroom management
 - B. Ability to implement individual and group behavior management procedures
 - C. Behavior management techniques
- XIV. Interdisciplinary and Interagency Teaming
 - 1. Examples
 - A. Knowledge of the principles related to development of cooperative and supportive relationships with colleagues
 - B. Techniques in working on interdisciplinary/transdisciplinary teams
 - C. Interdisciplinary planning and program plan development
 - 2. Non-Examples
 - A. Related services - community resources for preschool children with disabilities and their families
- XV. Organizational Environments for Early Intervention
 - 1. Examples
 - A. Preschool programming for exceptional children
 - B. Alternative delivery systems and strategies for special education
 - C. Program planning and evaluation of handicapped children
 - 2. Non-Examples
 - A. Environmental needs of kindergarten and the primary grades to facilitate transition
 - B. The subject matter of early childhood education

Appendix G

Coding System for Colleges and University to DEC Categories

- I. Social and Philosophical Foundations
 - 1. Examples
 - A. School and society
 - B. History of education
 - C. Society, the school, and the teacher
 - 2. Non-Examples
 - A. Foundations of early childhood education - and introduction to characteristics, identification, development and programming for preschool handicapped students
- II. Life-Span Human Development and Learning
 - 1. Examples
 - A. Human development
 - B. Advanced intellectual development of young child: infancy - adolence
 - 2. Non-Examples
 - A. Instructional techniques - child growth and development and theories of learning and developmental appropriate practices
- III. Professional Orientation and Development
 - 1. Examples
 - A. Professionalism
 - B. Self-preception
 - C. Professional Development
- IV. Historical and Philosophical basis for Early Childhood Special Education
 - 1. Examples
 - A. Foundations of early childhood education for preschool handicapped children
 - 2. Non-Examples
 - A. History and philosophy of education
 - B. History of education
- V. Child Development

1. Examples
 - A. The behavior and development of the young child
 - B. Child development
 - C. Social and emotional development
2. Non-Examples
 - A. Applied aspects of physiological development
 - B. Advanced personal-social development
- VI. Atypical child development from birth - 5
 1. Examples
 - A. Understanding and working with the infant- typical and atypical
 - B. Infant development- typical and atypical
 2. Non-Examples
 - A. Advanced intellectual development of young children
 - B. Child growth and development
- VII. Survey of Exceptionalities
 1. Examples
 - A. Preschool education for exceptional children - survey
 - B. Causes and nature of exceptionalities
 2. Non-Examples
 - A. Special topics in early childhood special education
 - B. Trends and issues in special education
- VIII. Families of Young Children with Special Needs
 1. Examples
 - A. Counseling parents of exceptional children
 - B. Advanced issues in family involvement
- IX. Assessment of the Young Child
 1. Examples
 - A. Diagnosis in early childhood special education
 - B. Tests and measures in special education
- X. Curriculum and Methods: birth - 5
 1. Examples
 - A. Methods and materials
 - B. Infant stimulation
 2. Non-Examples

- A. Methods and materials for learners with moderate-severe handicaps
- XI. Curriculum and Methods: 3-5
 - 1. Examples
 - A. Early childhood education
 - B. Procedures for multi-disabilities
- XII. Physical, medical and health management
 - 1. Examples
 - A. Health and disease in children and adults
 - B. Medical aspects of programming
 - 2. Non-Examples
 - A. Physical education for exceptional children
- XIII. Environmental and behavior management
 - 1. Examples
 - A. Behavior management in special education
 - B. Applied behavior analysis
 - C. Managing academic and social behaviors
- XIV. Interdisciplinary and Interagency Teaming
 - 1. Examples
 - A. Interdisciplinary team skills
 - B. Administrative and interdisciplinary interactions
 - 2. Non-Examples
 - A. Communication
- XV. Organizational Environments for Early Intervention
 - 1. Examples
 - A. Early learning experiences for special needs child
 - B. Instructional models
 - C. Instructional program planning and implementation for preschool handicapped children
 - 2. Non-Examples
 - A. Special topics in early childhood special education
 - B. Advanced trends and issues in early childhood special education

Appendix H

Emergent Categories Beyond DEC - State Certification Requirements

- I. Related services/community resources
 - A. Related and support services
 - B. Related services
 - C. Working with others - exploring in-depth the myriad of related service agencies at the federal, state and local levels
- II. Legal Issues
 - A. Procedural and substantive legal issues in special education
 - B. Early childhood legal issues
- III. Language Development
 - A. Language acquisition and development]
 - B. Language development and disorders
 - C. Language development of the exceptional child
- IV. Adult Learners
 - A. Special children conception - 3: working with adult learners
- V. Early Childhood Reading or Literature
 - A. Methods of teaching reading
 - B. Teaching reading in the content areas
 - C. Language arts at the elementary level and literature for children
- VI. Communication Systems
 - A. Non-speech communication systems, adaptive equipment
 - B. Communication development and information on alternative communication systems for special education children
- VII. Issues and Trends in Early Childhood Special Education
 - A. Issues and trends in early childhood special education
- VIII. Computer Literacy
 - A. Computer literacy

- IX. Guidance of Young Child
 - A. Guidance of the young child
- X. Creative Arts
 - A. Creative arts (music and visual arts)
- XI. Integration
 - A. Strategies for integration preschoolers who are disabled with typical children - integrated therapy models
- XII. Math
 - A. Methods of teaching math
 - B. Primary math
- XIII. Transition
 - A. Strategies to facilitate transition from early intervention programs to preschool programs and from preschool programs to school-aged classes.
- XIV. Nutrition/Safety
 - A. Nutrition - basic nutrition
 - B. Health, nutrition, and safety of the young child
- XV. Communication/ Consultation
 - A. Communication, consultation and team functioning
 - B. Communication skills emphasizing human relations, parent counseling, parent conferencing and communication
 - C. Ability to communicate clearly, understand, and appropriately (to students)
- XVI. Sensitivity to all Learners
 - A. Ability to be equitable, sensitive and responsive to all learners
- XVII. Evaluation of Instruction/Program
 - A. Ability to establish a program evaluation plan
 - B. Ability to use the results of various evaluative procedures to assess the effectiveness of instruction
- XVIII. Interpersonal Relationships
 - A. Knowledge of processes to establish constructive pupil- teacher and pupil-pupil interpersonal relationship
- XIX. Relate Instructional content and Media to Pupil needs

- A. Ability to relate instructional content and media to pupil needs
- XX. Management and Supervision
 - A. Knowledge of general management supervisory and regulatory functions
- XXI. Placement Alternatives
 - A. Knowledge of procedures used in regular classroom, resource, self-contained, hospital and homebound, special school, residential center and other instructional placements
- XXII. Self Concept and Group Responsibility
 - A. Sociological concepts dealing with the development of self- concept and group responsibility

Appendix I

Emergent Categories Beyond DEC - College and University Requirements/Competencies

- I. Research
- II. Communication/verbal interactions
- III. Language Development
- IV. Topics, Trends, & Issues in Sp. Ed.
- V. Children's Literature
- VI. Physiological Development
- VII. Flexibility
- VIII. Methods/Materials for Moderate - Severe
- IX. Cognitive and Creative Learning
- X. Social Learning
- XI. PE for Sp.Ed.
- XII. Cultural and Emotional Issues
- XIII. Preparation for Adult Living
- XIX. Administration of Early Childhood Special Education
- XX. Issues in Language Disorders
- XXI. Creative Arts in Special Education
- XXII. Personal-Social Development

Appendix J

**State Part H Coordinators and/or State Part H staff
Interviewed**

Part H Coordinator
Early Intervention Program
Division of Rehabilitation/CCS
2129 East South Boulevard
Montgomery, AL 36111
(205) 281-8780

Training Specialist
AK Infant Learning Program
Department of Health and Social Service
1231 Gambell Street
Anchorage, AK 99501-4627
(907) 274-2542

Part H Coordinator
Governor's Council on ICC
Department of Economic Security
P. O. Box 6123 801-A-6
Phoenix, AZ 85005
(602) 542-5577

Part H Coordinator
DD Services, Department of Human Services
Donaghey Plaza North
P. O. Box 1437, Slot 2520
7th & Main Streets
Little Rock, AR 72203-1437
(501) 682-8676

Part H Coordinator
Early Intervention Program
Department of Developmental Services
1600 9th Street, Room 310
P. O. Box 944202
Sacramento, Ca 94814

Part H Coordinator
Special Education Division
State Department of Education
201 East Colfax, Room 301
Denver, CO 80203
(303) 866-6709

Part H Coordinator
Early Childhood Unit
State Department of Education
P. O. Box 2219
Hartford, CT 06145
(203) 566-5658

Part H Coordinator
Exceptional Children/Special Programs
State Department of Public Instruction
Townsend Building
P. O. Box 1402
Dover, DE 19903
(302) 739-4667

Part H Coordinator
DC- Early Intervention Programs
Department of Human Services
609 H Street, N. E., 4th Floor
Washington, DC 20002
(202) 727-1839

Part H Coordinator
Pre-Kindergarten Handicapped Program
Bureau of Education/Exceptional Students
Florida Department of Education
325 W. Gaines Street, Suits 544C
Tallahassee, FL 32399-0400
(904) 488-6830

Part H Coordinator
Early Intervention Programs
Division of Mental Retardation, Mental Health & Substance Abuse
Department of Human Resources
878 Peachtree St., N.E., Room 310
Atlanta, GA 30309-3999
(404) 894-6321/8940

Part H Coordinator
Zero-to-3 Hawaii Project
Pan Am Building
1600 Kapiolani Blvd., Suite 925
Honolulu, HI 96814
(808) 957-0066

Part H Coordinator
 Bureau of Developmental Disabilities Department of Health and Welfare
 450 West State St., 7th Floor
 Boise, ID 83720
 (208) 334-5531

Part H Coordinator
 Chris Lehl
 Early Childhood Program Unit, S-100
 State Board of Education
 100 North First Street
 Springfield, IL 62777
 (217) 524-0203

Part H Coordinator
 First Steps
 Department of Mental Health
 117 E. Washington Street
 Indianapolis, IN 46204
 (317) 232-2429

Part H Coordinator
 Part H Program
 133 Education Center
 University of Northern Iowa
 Cedar Falls, IA 50614
 (319) 273-3299

Part H Coordinator
 Coordinator of Speech, Vision and Part H
 Crippled/Chronically Ill Children
 State Department of Health and Environment
 Landon State Office Building
 900 S. W. Jackson, 10th Floor
 Topeka, KS 66601
 (913) 296-6135

Part H Coordinator
 Infant Toddler Specialist
 Division of Mental Retardation
 Department of Mental Health and Mental Retardation Services
 275 East Main Street
 Frankfort, KY 40621
 (502) 564-7700

Part H Coordinator
Preschool Programs
Office of Special Education Services
State Department of Education
P. O. Box 94064
Baton Rouge, LA 70804-9064
(504) 342-1837

Part H Coordinator
Child Development Services
87 Winthrop Street
State House Station # 146
Augusta, ME 04333
(207) 289-3272

Part H Coordinator
Resource Development Specialist
Infants and Toddlers Program
Office of the Special Secretary for CYF
118 N. Howard, Suite 608
Baltimore, MD 21201

Part H Coordinator
Division of Early Childhood
Department of Public Health
150 Tremont Avenue, 2nd Floor
Boston, MA 02111
(617) 727-5089 or -5090

Part H Coordinator
Early Childhood Education
State Department of Education
P. O. Box 3008
Lansing, MI 48909
(517) 373-8483

Part H Coordinator
Interagency Planning Project (IPPYCH)
State Department of Education
Capital Square Building, Room 826
550 Cedar Street
St. Paul, MN 55101
(612) 296-7032

Part H Coordinator
Infant and Toddler Program
Mississippi State Department of Health
P. O. Box 1700
2314 North State Department of Health
Jackson, MS 39215-1700
(601) 960-7427

Part H Coordinator
Section of Special Education
Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, MO 65102
(314) 751-0185

Part H Coordinator
Developmental Disabilities Division
Department of Social and Rehabilitation Services
P. O. Box 4210
Helena, MT 59604
(406) 444-2995

Part H Coordinator
Special Education Section
State Department of Education
P. O. Box 94987
Lincoln, NE 68509
(402) 471-2471

Part H Coordinator
Coordinator Personnel Certification
Navada Mental Health Institute
Department of Human Resources
480 Galletti Way
Sparks, NV 89431
Sparks, NV 89431
(702) 688-2284

Part H Coordinator
Office of Special Education
State Department of Education
State Office Park, South
101 Pleasant Street
Concord, NH 03301
(603) 271-3741

Part H Coordinator
Bureau of Early Childhood Education
Division of Special Education
State Department of Education
225 West State Street, CN 500
Trenton, NJ 08625
(609) 292-2121

Part H Coordinator
Department of Health and Environment
Harold Runnels Building
1190 St. Francis Drive, Room 3500N
Santa Fe, NM 87503
(505) 827-2575

Part H Coordinator
Early Intervention Program
State Department of Health
Corning Tower, Room 780
Empire, NY 12237
(518) 473-3549

Part H Coordinator
Developmental Disabilities Secretary
Division of MH/MR/SAS
Department of Human Resources
325 North Salisbury Street
Raleigh, NC 27611
(919) 733-3654

Part H Coordinator
Developmental Disabilities Division
Department of Human Services
State Capitol
Bismarck, ND 58505
(701) 224-2768

Part H Coordinator
State Department of Health
246 N. High Street, 6th Floor
Columbus, Oh 43266-0118
(614) 466-8932

Part H Coordinator
 Interagency Coordinating Council
 Oklahoma Commission on Children & Youth
 4545 North Lincoln, Suite A
 Oklahoma City, OK 73105
 (405) 521-4016

Part H Coordinator
 Early Intervention Programs
 Mental Health Division
 State Department of Education
 700 Principle Parkway, S.E.
 Salem, OR 97301
 (503) 373-1484

Part H Coordinator
 Policy Development/ Program Support
 Department of Public Welfare
 Office of Mental Retardation
 Health & Welfare Building, Room 302
 Harrisburg, PA 17120
 (717) 783-5771

Part H Coordinator
 Interagency Coordinating Council
 Department of Special Education
 Rhode Island College
 600 Mt. Pleasant Avenue
 Providence, RI 02908
 (401) 456-8599

Part H Coordinator
 Division of Children's Health
 Department of Health Environmental Control
 2600 Bull Street
 Columbia, SC 29201
 (803) 737-4046

Part H Coordinator
 Section for Special Education
 Department of Education and Cultural Affairs
 700 Governors Drive
 Pierre, SD 57501-2293
 (605) 773-4329 or -4478

Part H Coordinator
Office for Special Education
State Department of Education
103 Cordell Hull Building
Nashville, TN 37219
(615) 741-3537

Part H Coordinator
Texas ECI Program
Texas Department of Education
1100 West 49th Street
Austin, TX 78756
(512) 458-7673

Part H Coordinator
Service Devliery Coordinator
Early Intervention Program
Division of Family Services
State Department of Health
P. O. Box 16650-25 BHCS
Salt Lake City, UT 84116-0650
(801) 538-6922

Part H Coordinator
Special Education Unit
State Department of Education
120 State Street
Montplier, VT 05602-2703
(802) 828-3141

Part H Coordinator
and
Certification Specialist and Regional Consultant
Infant and Toddler Program
Department of MH/MR/SA Services
P. O. Box 1797
Richmond, VA 23233
(804) 786-3710

Part H Coordinator
Birth to Six Planning Project
Department of Social & Health Services
12th and Franklin Streets
P. O. Box 45201/44P
Olympia, WA 98504-0095
(206) 586-8696

Part H Coordinator
Office of Health & Human Services
Department of Health & Human Resources
1411 Virginia Street, East
Charleston, WV 25301
(304) 348-5388

Part H Coordinator
Birth to Three Early Intervention
Division of Community Services
Department of Health and Social Services
P. O. Box 7851
Madison, WI 53707
(608) 267-3270

Part H Coordinator
Division of Community Programs
Department of Health & Social Services
Department of Health and Social Services
353 Harthaway Building
Cheyenne, WY 82002
(307) 777-5246

Appendix K

**Department of Education Part B and/or Certification
Specialists Interviewed**

Certification Specialist
State Department of Education
Certification Office
Gordon Persons Building
50 North Ripley Street
Montgomery, AL 36130-3901
(205) 242-9977

Certification Specialist
State Department of Education
Alaska State Office Building
Pouch F
Juneau, AK 99811
(907) 465-2831

Preschool Coordinator
Division of Special Education
State Department of Education
1535 West Jefferson
Phoenix, AZ 85007
(602) 542-1849

Early Childhood Supervisor
State Department of Education
#4 Capitol Mall, Room 105-C
Little Rock, AR 72201
(501) 682-4222

Special Education Consultant
California Department of Education
Special Education Division
721 Capitol Mall
Room 645
Sacramento, CA 95814
(916) 657-3515

Coordinator Early Childhood Unit
Department of Education
P. O. Box 2219
Hartford, CT 06145
(203) 566-5670

Early Childhood Specialist
 Department of Education
 Early Childhood Diagnostic and Intervention Center
 Lake Forest South B Elementary
 Mispillan & West Streets
 Harrington, DE 19952
 (302) 39808945

Special Projects Coordinator for Special Education
 District of Columbia Public Schools
 Webster Building
 10th and H Streets NW
 Washington, DC 20001
 (202) 724-4800 or -4080

Program Specialist Pre-K Handicapped
 Bureau of Education /Exceptional Students
 Florida Department of Education
 325 W. Gaines Street, Suite 544C
 Tallahassee, Florida 32399-0400
 (904) 488-6830

Early Childhood Special Education Specialist
 Division for Exceptional Students
 Georgia Department of Education
 1966 Twin Towers East
 Atlanta, GA 30334-5040
 (404) 656-6319

619 Coordinator
 Special Needs Branch
 Department of Education
 Box 2360
 3430 Leahi Avenue
 Honolulu, HI 96815
 (808) 737-1521

Coordinator
 Special Education Division
 State Department of Education
 Len B. Jordan Building
 650 West State Street
 Boise, ID 83720
 (208) 334-2228

Project Director
Division of Special Education
State Department of Education
229 State House
Indianapolis, IN 46204
(317) 232-0570

Preschool Handicapped Specialist
Bureau of Special Education
Department of Education
Grimes State Office Building
Des Moines, IA 50319-01446
(515) 281-3176 or -5294

Certification Specialist
Special Education Administration
State Department of Education
120 East 10th Street
Topeka, KS 66612
(913) 296-3202

Director
Division of Early Childhood Services
Office of Education/Exceptional Children
Capitol Plaza Tower, 8th Floor
Lexington, KY 40601
(501) 564-7056

Early Childhood Consultant
Department of Education
Child Development Services
87 Winthrop Street
State House Station # 146
Augusta, ME 04333
(207) 289-3272

Early Childhood Staff Person & 619 Coordinator
Division of Special Education
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
(301) 333-2495

Education Specialist
State Department of Education
1385 Hancock Street
Quincy, MA 02169
(617) 770-7625

Coordinator
Bureau of Special Services
State Department of Education
P. O. Box 771
Jackson, MS 39205-0771
(601) 359-3498

Co-Coordinator
Office of Public Instruction
Department of Education
State Capitol
Helena, MT 59602
(406) 444-4428

619 Coordinator
Special Education Branch
State Department of Education
Capitol Complex
400 West King Street
Carson City, NV 89710
(702) 667-3145

Coordinator
Special Education Unit
Department of Education
300 Don Gaspar Avenue
Santa Fe, NM 87501-2786
(505) 827-6541

Supervisor of Regional Office for Special Education
New York State Education Department
9C49 Cultural Education Department
Albany, NY 12230
(518) 474-5356

Coordinator
Division for Exceptional Children
Department of Public Instruction
116 West Edenton Street
Raleigh, NC 27611
(919) 733-3921

EC Coordinator
Special Education Division
Department of Public Instruction
State Capitol
Bismarck, ND 58505-6440
(701) 224-2277

Consultant
Early Childhood Section
State Department of Education
65 South Front Street
Room 202
Columbus, OH 43266
(614) 466-0224

Preschool Coordinator
Section for Exceptional Children
State Department of Education
2500 North Lincoln Blvd.
Oklahoma City, OK 73105
(405) 521-3351

Certification Specialist
Early Intervention Programs
Mental Health Division
State Department of Education
700 Pringle Parkway, S. E.
Salem, OR 97301
(503) 373-1484

619 Coordinator
Early Childhood Special Education
State Department of Education
333 Market Street, 10th Floor
Harrisburg, PA 17126
(717) 787-6913

Preschool ECSE Consultant
Special Ed. Program Services Unit
State Department of Elementary and Secondary Education
Roger William Building, 209
22 Hayes Street
Providence, RI 02908
(401) 277-3505

State Plan Consultant
Program for the Handicapped
State Department of Education
Koger Executive Center Drive
Santee Building, Suite 210
Columbia, SC 29210
(803) 737-8710

Early Childhood Special Education
State Department of Education
103 Cordell Hull Building
Nashville, TN 37219
(615) 741-3537

Preschool Special Education Coordinator
Special Education Section
State Department of Education
250 East 500 South
Salt Lake City, UT 84111
(801) 538-7706

Associate Director
Division of Special Education Programs
State Department of Education
P. O. Box 6Q
Richmond, VA 23216-2060
(804) 225-2655

Certification Specialist
Office of Superintendent of Public Instruction
Old Capitol Building, FG-11
Olympia, WA 98504
(206) 753-6773

Certification Specialist
Department of Public Instruction
P. O. Box 7841
P. O. Box 7841
Madison, WI 53707
(608) 266-1027

Preschool Handicapped Coordinator
State Department of Education
1900 Washington Street
Building B Room 358
Charleston, WV 25305
(304) 348-2696

Special Education Consultant
State Department of Education
Federal Program Unit
2300 Capitol Ave. 2nd Floor
Cheyenne, WY 82002-0050
(307) 777-7675

Appendix L

**College and University Professors and/or Directors of
Training Programs for Early Childhood Special Education
Interviewed**

Southern Region

Professor
Department of Special Education
University of Southwestern Louisiana
P. O. Box 42051
Lafayette, LA 70604
(313) 231-6678

Associate Professor
East Tennessee State University
Department of Human Development and Learning
Box 18940
Johnston City, TN 37614
(615) 929-5849 or -4197

Professor
Georgia State University
Department of Special Education
University Plaza
Atlanta, GA 303303
(404) 651-2539

Professor
Peabody College at Vanderbilt
Department of Special Education
Box 328
Nashville, TN 37203
(615) 322-8186

New England Region

Associate Professor and Program Coordinator
Department of Special Education
605 Commonwealth Ave.
Boston University
Boston, MA 02215

Professor Special Education
Tufts University
Elliot-Pearson Department of Child Study
105 College Ave.
Medford, MA 02155
(617) 381-3244

Professor of Education
Acting Director of ECSE
Southern CT State University
Department of Special Education
501 Crescent Street
New Haven, CT 06515
(203) 397-4494

Coordinator of Early Childhood Programs
University of Vermont
Department of Special Education
499 B Watermen Building
Burlington, VT 05405
(802) 656-2936

Middle States Region

Professor
University of Maryland
Department of Special Education
Benjamin Building, College of Education
College Park, MD 20742
(301) 532-2546

Professor
Gloucester County College
Department of Human Services
Tanyard Road
Sewell, NJ 08080
(609) 468-5000 ext. 265

Professor
Adelphi University
School of Education
Harvey Hall
Garden City, NY 11530
(516) 977-4085

Professor of Special Education
 Penn. State University
 Department of Special Education
 125 Moore Building
 University Park, PA 16802
 (814) 863-2280

North Central Region

Special Education Program Advisor
 Southern Illinois University
 Department of Special Education
 Edwardsville, IL 62026-1147
 (618) 692-3940

Professor
 Webster University
 Department of Special Education
 470 East Lockwood
 St. Louis, MO 63119
 (314) 968-7490

Professor of ECSE
 Cardinal Stritch College
 Department of Special Education
 680 North Yates Road
 Milwaukee, WI 53217
 (414) 352-5400 ext.306

Professor
 University of Minnesota
 Department of Educational Psychology
 Special Education Programs
 249 Burton Hall 178 Pillsbury Drive S. E.
 Minneapolis, MN 55455
 (612) 624-5241

Northwest Region

Professor
 University of Idaho
 College of Education
 Department of Counseling and Special Education
 Moscow, ID 83843
 (208) 885-7366

Academic Advisor
University of Utah
Department of Special Education
221 Milton Bennion Hall
Salt Lake City, UT 84112
(801) 581-4764

Associate Professor Special Education
Pacific Luthern University
School of Education -East College
Tocoma, WA 98447
(206) 531-6900

Professor
Seattle University
Teacher Education/Curriculum & Instruction
Broadway, WA 98122
(206) 296-5760

West Region

Professor
University of Hawaii
Department of Special Education
1776 University Ave.
Honolulu, HI 96822
(808) 956-7956

Professor
Sacramento City College
Early Childhood Education Family Consumer Science
3835 Freeport Boulevard
Sacramento, CA 95822
(916) 449-7401

Professor
Alamedio College
Special Education Assistant Program
Department of Arts and Letters
55 Atlantic Avenue
Alamedia, CA 94501
(510) 748-2321

Professor
California State University
Department of Special Education
18111 Nordhoff St.
Northridge, CA 91330
(818) 885 -4572 or -2534